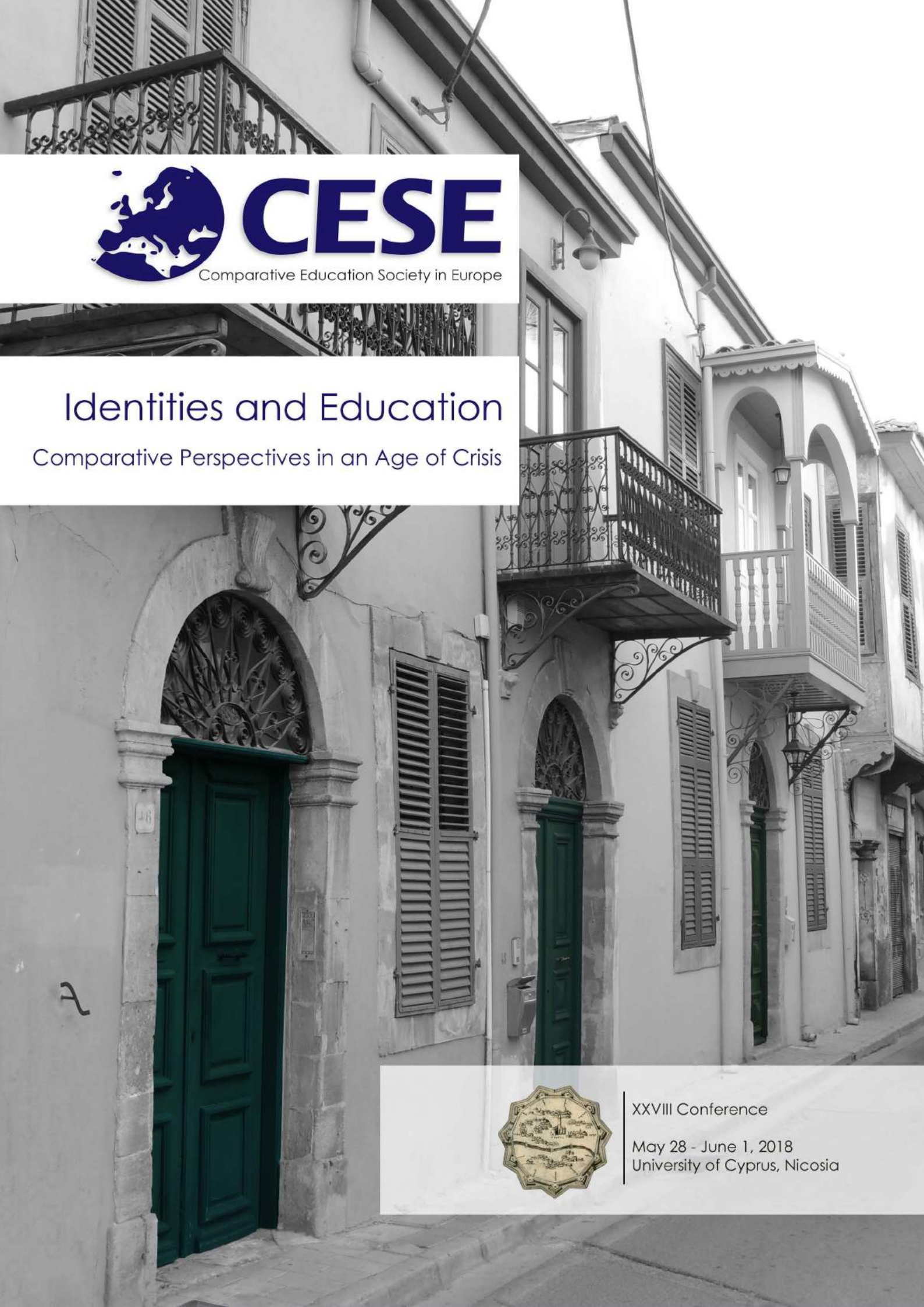


CESE

Comparative Education Society in Europe

Identities and Education

Comparative Perspectives in an Age of Crisis

XXVIII Conference

May 28 - June 1, 2018
University of Cyprus, Nicosia

Design by Eleanna Stravodimou
eleannastrav@gmail.com

Acknowledgements and organising committees

The Conference *Identities and Education: Comparative Perspectives in an Age of Crisis* is hosted by the University of Cyprus. Special thanks are owed to: the Rectorate, **Professor Constantinos Christophides, Professor Costas Constantinou and Professor Athanasios Gagatsis**, for granting me the permission to use human resources and the facilities of the University without charge, as well as the Head of the Department of Education, **Professor Leonidas Kyriakides**, not only for supporting the conference financially, but also for his valuable help in making key logistical decisions. I wish to extend my thanks to the former Head of the Department, **Professor Mary Koutselini**, for her encouragement to assume such a responsibility.

I am also grateful to the President and the other Members of the Executive Committee of CESE, not only for entrusting me to host the XXVIII Conference and General Assembly of the Society, but mostly for supporting the Local Organising Committee, without whom it would not have been possible to undertake such a complex task.

CESE Executive Committee: **Stephen Carney (President), Hans-Georg Kotthoff (Immediate Past President), Michele Schweisfurth and Paul Morris (Vice Presidents), Eleni Prokou and Carlo Cappa (Members).**

Local Organising Committee: **Stavroula Philippou, Aristotelis Zmas, Yiannis Roussakis, Miranda Christou, Maria Eliophotou, Constandina Charalambous, Marta Moskal, Eleni Theodorou, Pavlina Hadjitheodoulou, George Pasias, and Christos Anagiotos.**

I am also grateful to a number of distinguished colleagues who have been invited to give plenary lectures: **Professor António Nóvoa, Professor Michalinos Zembylas, Professor Ruth Wodak, Professor Nelly P. Stromquist and Professor Noah W. Sobe**; their presence raised the conference profile.

I cannot thank enough a number of my graduate students at the University of Cyprus, especially **Chara Triteou, Christiana Kyprianidou, Myria Iona, Nicole Vasiliou and Costas Costantinou**, who assumed various responsibilities in the preparation and planning period of the conference and social programme with great enthusiasm and devotion. Chara Triteou deserves special mention as her network of contacts both inside and outside the University played a crucial role in facilitating our work. Special thanks are also owed to **Eleanna Stravodimou** for her endless effort in designing and redesigning the conference programme and other materials.

The opening event - the theatrical play "The Ballad of the Bridge" - is performed by **the Cyprus University Theatrical Workshop (THEPAK)**. I extend to them our sincere thanks. The Reception on Monday evening (May 28) preceding the play is sponsored by **the Greek Comparative and International Education Society (GCIES)**. The Faculty of Letters kindly offered the historical Mansion in Axiothea Street as the venue for the opening events of the Conference. I am thus indebted to **Professor Michalis Pieris** for his advice and guidance in organising these events, and, to **Professor George Pasias** and the other members of the GCIES for sponsoring the reception.

The Welcome Reception of the Conference on Tuesday 29 May is co-sponsored by **the Department of Education of the University of Cyprus, the Cyprus Pedagogical Institute (CPI),** and t**he Cyprus Pedagogical Association (CPA).** I wish to reiterate my thanks to **Professor Leonidas Kyriakides** and to extend my thanks to **Dr. Athena Michaelidou**, Director of the CPI, as well as to **Professor Maria Eliophotou**, President of CPA, for the financial support of their institutions, as well as their personal academic input to the conference programme.

The Gala Dinner of the Conference on Thursday 31 May is organised at the Chateau Status in the Buffer Zone of Nicosia and the apperitif in the Chateau Gardens before the Dinner is offered by the **Taylor and Francis Group**. I wish to thank **Mrs. Mia Tjim**.

Free tickets for all conference participants to visit the **A.G. Leventis Gallery** - a cultural landmark of the City of Nicosia - are generously provided by the Gallery. I wish to thank **Mrs. Irene Drakou** for arranging delegate visits.

Finally, I wish to thank the **Cyprus Tourist Organisation (CTO)**, in particular **Mr. Christodoulos Papachristodoulou**, not only for providing materials for delegates but mostly for subsidizing our overall budget in a number of areas. This financial support, as well as grants and sponsorships from other institutions, helped CESE to keep registration fees as low as possible and to introduce new types of registration categories.

Eleftherios Klerides
CESE Secretary-Treasurer and Chair of Local Organising Committee

Identities and Education
Comparative Perspectives in an Age of Crisis

Identities are made and unmade and this is especially true in our current times of crisis. Depending on one's perspective and location, this moment may be about enduring conflicts, deepening poverty and inequalities, dislocations of peoples, or for example, the rise of post-factual information flows. It may also be about the resurgence of populist movements that are fuelling new forms of border protectionism, cultural closure and anti-cosmopolitan identity displays.

But crises are not only about identity disruption and anxiety. They are also moments of possibility and potential. Not only do they trigger discussion about the causes of our current situation, but they also facilitate debate about our possible futures. Education, central to the project of individual and collective identity formation, national development and international relations, is at the heart of these moments. Whilst education has undoubtedly contributed to creating these moments, it is uniquely placed to engage with them. What should be the agenda of study and action for education in such times?

The conference offers the chance to examine and problematise our contemporary moment. Through the heuristic of identity, the conference aims at creating a platform for understanding our current challenges and considering the potential of education to address them. As an intellectual strategy, comparative education is well suited to explore the intersections of local, regional and global history, social structures and biographies of persons that interact to produce uncertainty as well as opportunity. As a palimpsest of history, cultures, aesthetics, geopolitics and disputed meanings, Cyprus and its capital city of Nicosia are one of the most suitable locations for exploring identity and education in interdisciplinary, inter-sectional, relational and eclectic ways.

The following key speakers will unfold the conference theme through Plenary Lectures:

- António Nóvoa, University of Lisbon, Portugal
- Noah W. Sobe, Loyola University Chicago, USA
- Nelly Stromquist, University of Maryland, USA
- Ruth Wodak, Lancaster University, UK,
  and University of Vienna, Austria
- Michalinos Zembylas, Open University of Cyprus, Cyprus

The following sub-themes, organised as Working Groups and reflecting diverse perspectives, institutional sites and professional groups, have been also established to explore the broad landscape of identity and education in times of crisis:

- History, theory, and identity in/of comparative education
- Governance, nation state and the new transnational order
- Curricula, textbooks and citizenship
- Practitioners, pedagogies and professional identities
- Higher education
- Vocational education and training and lifelong learning
- Identities beyond formal education

In addition to these Working Groups, there will be a New Scholars Working Group, as well as a number of Thematically-Focused Panels where identity will be in perspective. These panels are:

- Identities, crisis and education in Europe
- Migration, refugees and intercultural education
- Conflict, peace and the promise of education
- Gender and social class identities

Finally, the conference includes Cross-Thematic Sessions where papers dealing with broader issues and themes within the fields of comparative education, international education policy and development, multicultural and intercultural education (to name but a few areas) are grouped together in ways that facilitate discussion and reflection.

The Local Organising Committee and the Executive Committee of CESE look forward to welcoming our Members and academic colleagues from across Europe and the world. We are sure that you will enjoy our intellectually intensive programme of plenary lectures, working groups, thematically-focused panels and cross-thematic sessions, as well as our lively social programme.

Axiothea Mansion

About CESE

Founded in 1961 in London, the Comparative Education Society in Europe (CESE) is an international non-profit making association of scientific and educational character.

The Society has traditionally promoted a space for dialogue amongst scholars, specialists and young researchers from the field of education and other disciplines. More specifically, its purpose is to encourage and promote comparative and international studies in education by:

- promoting and improving the teaching of comparative education in institutions of higher learning;
- stimulating research;
- facilitating the publication and distribution of comparative studies in education;
- interesting professors and teachers of other disciplines in the comparative and international dimension of their work;
- encouraging visits by educators to study educational institutions and systems throughout the world;
- co-operating with those who in other disciplines attempt to interpret educational developments in a broad context;
- organising conferences and meetings;
- collaborating with other Comparative Education Societies across the world in order to further international action in this field.

CESE is administrated by an Executive Committee consisting of a President, the immediate Past President, two Vice Presidents, and two other Members. The Committee is elected by the General Assembly every two years. The Assembly has all powers for achieving the purposes of the Society. A Secretary-Treasurer is appointed every years by the Executive Committee.

Every two years the Society organises an international conference of high scholarly standards which attracts academics, scholars, practitioners and students from all parts of Europe and around the world. Throughout its history, CESE has organised twenty-seven such conferences, a special conference for the 25th anniversary of the Society, a symposium, and two 'CESE In-Betweens'. Volumes of selected (reviewed) conference and symposium papers are often published by the Society in association with various publishing houses and institutions. The Society has recently established a CESE Series with Sense Publishers devoted to publish studies on comparative and international education. The Society is affiliated with the *Journal of European Education: Issues and Studies*.

Table of Contents

Welcome message from local organiser 7

Welcome message from CESE President 8

Conference outline programme 9

Plenaries and keynote speakers 11

Special presidential symposium 15

16..... Special CESE panels

Publishing in Comparative Education
Book launches
European Education: Special issue launch for Andreas Kazamias
CESE History Project: Conversation with Past Presidents

17..... Working Groups (WGs)

23..... Thematically-Focused Panels (TFPs)

24..... Cross-Thematic Sessions (CTSs)

Day by Day Programme*

Working Groups (WGs) 27

Thematically-Focused Panels (TFPs) 37

Cross-Thematic Sessions (CTSs) 41

Paper Abstracts**

Working Groups (WGs) 45

Thematically-Focused Panels (TFPs) 109

Cross-Thematic Sessions (CTSs) 136

159..... Participant contact information

170..... Index of presenters and chairs

172..... Maps of conference venues

* Please note that authors of some abstracts have not confirmed their attendance at the time of this programme going to press.

**Abstracts are the responsibility of the presenters and have not been proof-read by the CESE Executive Committee and the Local Organisers. Bibliographies and keywords have been deleted to save space.

Welcome Message from Local Organiser

On behalf of the Local Organising Committee and the Executive Committee of CESE, I would like to welcome you warmly to the historic city of Nicosia and to our XXVIII CESE Conference. We are very happy that the Department of Education of the University of Cyprus is hosting our very first CESE Conference in Cyprus. Despite its short history, the University and the Department have made impressive strives in terms of international achievements. According to the 2017 Times Higher Education World University Rankings, the University of Cyprus is the 52nd 'best young university' in the world, while the Department of Education is ranked 151-200 in the QS World University Rankings for the year of 2017. An ambitious internationalisation strategy is at the core of this success, making the University and the Department a very appropriate setting for a CESE Conference. I am extremely grateful to the President and the Executive Committee of the Society for trusting us with the task of hosting and co-organising its XXVIII Conference and General Assembly.

As a palimpsest of temporalities, geopolitics, aesthetics and disputed meanings, Cyprus and its divided capital city of Nicosia are fascinating locations for studying and problematising education comparatively. When the Executive Committee of CESE met in Rome in the autumn of 2016 to discuss possible themes for our 2018 conference, we were convinced that we live in difficult moments of change, but also in moments of possibility and potential. We were also convinced that identity is an analytically powerful concept to explore these moments in different places and spaces. Finally, we believed that comparative education is well situated to examine the intersections of local, regional and global history, socio-political structures and biographies of persons that interact to produce moments of uncertainty and opportunity.

It was within the context of this thinking that we came up with the theme of our XXVIII Conference: "Identities and Education: Comparative Perspectives in an Age of Crisis". With this frame, we hope that our Conference will be intellectually stimulating and exciting, creating a platform for understanding our current problems and challenges and considering the potential of education to address them. As always, the programme of the Conference provides ample space to debate these issues. Our conference structure comprising plenary lectures, working groups, thematically-focused panels and cross-thematic sessions, is aimed at providing a stimulating set of contexts for in-depth discussion, academic networking and the development of enriching new friendships.

We look forward to welcoming you in Nicosia and at the University of Cyprus!

Dr. Eleftherios Klerides
Chair of the Local Organising Committee and CESE Secretary-Treasurer
University of Cyprus, Cyprus

Welcome Message from CESE President

It is a great pleasure to welcome you to one of the most fascinating cities in the world, and at a time of global and regional change, uncertainty and potential. As CESE President I am proud and grateful that the University of Cyprus has invested so much energy to ensure that your experience here will be memorable. I wish to thank our colleagues in the Department of Education for their excitement and energy in taking up the challenge of creating a context where scholars and practitioners from across the world can come together to discuss issues of common concern. In this regard, I wish to express particular gratitude on behalf of the CESE Executive Committee to the Head of the Department of Education (Prof. Leonidas Kyriakides) and to our local organizer and CESE Secretary-Treasurer (Dr. Lefteris Klerides). Their support has been central to planning what I am sure will be a highly rewarding week of engagements. We are particularly excited to have the opportunity to experience cutting-edge teaching and learning facilities that reflect the University's ambition to be a global leader in the higher education field.

CESE is a well-established society charged with furthering the study of education in a comparative perspective. Of course, as all scholars know, the academic world is awash with opportunities to present one's work, meet new people and to be visible. A CESE conference provides those same possibilities as well as much more. Over 50 years and 27 bi-annual conferences, we have developed and maintained a unique structure centered around a series of working groups: a form of extended seminar where scholars engage with each other as peers, discussing, challenging and refining arguments and perspectives. The sessions of the working groups unfold over many days and often lead to much longer-term dialogues. Many of Europe's leading comparativists have 'cut their teeth' here. CESE is also aware that academic culture is on the move. Not everyone can engage on such terms and not everyone considers themselves to be comparativists by primary academic identity. As such, we also offer a set of thematically-focused panels where educationalists of all types – including comparativists – can present their work in ways that unfold our conference theme further. We also have dedicated space in our program – the cross-thematic sessions - for other outstanding papers that speak to the conference theme but which we arrange into sessions where additional synergies can be made. On top of these structural features, the Conference has a range of keynote speakers charged with the task of presenting their work but in ways that probe the conference theme and force us into dialogue about its multiple potentials. All in a relatively intimate setting where authentic and substantial dialogue is at the core of the conference experience.

A CESE conference is thus familiar but, also, quite unique. It reflects a commitment to scholarship, enquiry and deep engagement as well as an explicit invitation to develop your ideas and create meaningful relations. We are glad to welcome you to Cyprus, to CESE 2018 and to our intellectual community!

Dr. Stephen Carney
CESE President
Roskilde University, Denmark

Conference Programme Outline

Monday, 28th May		
18:00-19:00	CESE Executive Committee Meeting	Axiothea Mansion
19:00-20:00	CESE Women's Network Meeting	
18:00-19:30	Registration	
18:00-19:00	Guided tours in Chysaliniotissa Area	
19:00-20:30	Reception Sponsored by the Greek Comparative and International Education Society	
20:30-21:30	"The Ballad of the Bridge", Cyprus University Theatrical Workshop (THEPAK)	
Tuesday, 29th May		
08:00-11:30	Registration	Foyer, UCY Medical School
09:00-09:45	Opening of the Conference Stephen Carney, CESE President Leonidas Kyriakides, Head of the Department of Education, University of Cyprus Athena Michaelidou, Director of Cyprus Pedagogical Institute Maria Eliophotou, President of Cyprus Pedagogical Association George Pasias, President of Greek Comparative Education Society	Amphitheatre B115 UCY Medical School
09:45-11:00	**Plenary 1: Comparative education: The difference, the public, and the common** Speaker: António Nóvoa Chairs: Michele Schweisfurth & Paul Morris	
11:00-11:30	Coffee break	Foyer, Medical School
11:30-12:45	**Plenary 2: Villainification and victimization as affective technologies in the Cyprus conflict: Unmaking the affective orthodoxies of identity in/through critical education** Speaker: Michalinos Zembylas Chairs: Athena Michaelidou & Maria Eliophotou	Amphitheatre B115 UCY Medical School
13:00-14:15	Lunch	Main Restaurant, Social Facilities (08)
14:15-16:15	Parallel Sessions 1	Common Teaching Facilities (CTF 02) See 'Day by Day' Programme
16:15-16:45	Coffee break	Terrace, CTF 02
16:45-18:15	Parallel Sessions 2	CTF 02, See 'Day by Day' Programme
	Publishing in Comparative Education Chair: David Phillips	Room B105
18:15-19:00	**Book launches**: Childhood and schooling in (post)socialist societies Equity in and through education: Changing contexts, consequences and contestations	Foyer, University House A.G. Leventis
19:00	Welcome Reception Welcome by Constantinos Constantinou, Vice-Rector for International Affairs & Athanasios Gagatsis, Vice-Rector for Academic Affairs Co-sponsored by the Cyprus Pedagogical Institute, the Cyprus Pedagogical Association and the Department of Education, University of Cyprus	University House Gardens

Wednesday, 30th May		
08:30-13:30	Registration	Room 008
09:00-11:00	Parallel Sessions 3	CTF 02, See 'Day by Day' Programme
11:00-11:30	Coffee break	Terrace, CTF 02
11:30-13:00	Parallel Sessions 4	CTF 02, See 'Day by Day' Programme
13:00-14:00	Lunch	Main Restaurant, Social Facilities (08)
14:00-16:00	Parallel Sessions 5	CTF 02, See 'Day by Day' Programme
16:00-16:30	Coffee break	Terrace, CTF 02
16:30-18:00	Presidential Symposium: Europe beyond education - Implications for education Chair: Stephen Carney **Re/denationalizing Europe: A politics of fear and hope** Speaker: Ruth Wodak	Amphitheatre B205 CTF 02
Thursday, 31st May		
08:30-13:30	Registration	Room 008
09:00-11:00	Parallel Sessions 6	CTF 02, See 'Day by Day' programme
	European Education: Special issue launch for Andreas Kazamias Chairs: Iveta Silova & Noah W. Sobe	B204, CTF 02
11:00-11:30	Coffee break	Terrace, CTF 02
11:30-13:00	Parallel Sessions 7	CTF 02, See 'Day by Day' programme
13:00-14:00	Lunch	Main Restaurant, Social Facilities (08)
14:00-16:00	Parallel Sessions 8	CTF 02, See 'Day by Day' programme
	CESE History Project – Conversation with Past Presidents Chairs: Eleftherios Klerides & Hans-Georg Kotthoff	Amphitheatre B108 University House A.G. Leventis
16:00-16:30	Coffee break	Terrace, CTF 02
16:30-18:00	CESE General Assembly	Amphitheatre B108 University House A. G. Leventis
19:30	Gala Dinner Apperitif sponsored by Taylor and Francis	Chateau Status, Nicosia Buffer Zone
Friday, 1st June		
08:30-10:00	Parallel Sessions 9	Amphitheatre B205 CTF 02
10:15-11:30	**Plenary 3: Professoriate identity in the dispossessed university: Persistence and resistance** Speaker: Nelly Stromquist Chairs: Eleni Prokou & Carlo Cappa	
11:30-12:00	Coffee break	Terrace, CTF 02
12:00-13:00	**The Lauwerys Lecture: The slowing global order: Changing contexts of education and comparative research** Speaker: Noah W. Sobe Chairs: Eleftherios Klerides & Hans-Georg Kotthoff	Amphitheatre B205 CTF 02
13:00	Closing of the Conference - Eleftherios Klerides, CESE Secretary-Treasurer	

Meetings:

- Comparative Education Editorial Board, Wednesday, May 30, University House, Room 117, 09:00-12:30
- Examining Gender in Higher Education, Wednesday, May 30, University House, Room 117, 14:00-16:30
- European Education Editorial Board, Wednesday, May 30, Caffe Nero, 18:00-19:30

Plenaries and Keynote Speakers

Comparative Education: The Difference, the Public, and the Common

Plenary Session 1, Tuesday, May 29, 09:45-11:00, Medical School, B115

Speaker: António Nóvoa, University of Lisbon, Portugal

The long history of Comparative Education is marked by an identity defined through the search for an example, a law or a solution to educational problems. Often this demand is based on a false consensus about the purposes of education and how to achieve them.

In the time we live, we need, more than ever, a Comparative Education capable of decentering, knowing and recognizing the plurality of goals and approaches to education.

For this, it is necessary to cultivate three gestures that are decisive for rethinking and problematizing Comparative Education: estrangement, intercession, and communication.

From these three gestures, I will try to defend a Comparative Education that is capable of building a science of difference, of strengthening public space and of revitalizing the common.

António Nóvoa is Professor at the Institute of Education and Honorary Rector of the University of Lisbon, Portugal. He was Rector of the University of Lisbon between 2006 and 2013. He earned a PhD in Education from the University of Geneva (1986) and a PhD in History from the University of Paris IV - Sorbonne (2006). He earned four Doctorates Honoris Causa from the Universities of Algarve (Portugal), Brasília (Brasil), Lusófona (Portugal) and Rio de Janeiro (Brasil). President of ISCHE - International Association for the History of Education (2000-2003), his work is related with historical and comparative issues in education.

Villainification and Victimization as Affective Technologies in the Cyprus Conflict: Unmaking the Affective Orthodoxies of Identity In/Through Critical Education

Plenary Session 2, Tuesday, May 29, 11:30-12:45, Medical School, B115

Speaker: Michalinos Zembylas, Open University of Cyprus, Cyprus

Looking at the recent history of Cyprus, especially how it's taught in Greek-Cypriot and Turkish-Cypriot educational systems—one can easily find competing discourses of how the Other is represented. The Greek Cypriots and the Turkish Cypriots construct narratives that are different with respect to how the Other is portrayed, yet the common themes that emerge highlight the suffering, violence and historical trauma that one side has inflicted on the other. These narratives are grounded in notions of *villainification* of the Other—the creation of the (ethnic) Other as the single actor who becomes the face of systemic harm—and *victimization* of the (ethnic) Self—the creation of the Self as the ultimate victim of the Other's barbarity.

This presentation draws on affect theories to analyze the processes of villainification and victimization as *technologies of affect* that are being used to establish inclusion/exclusion categorizations between bodies, binding them together or apart. As it is argued, unless we grapple with the complexities of villainification and victimization as affective formations and "doings" that have material consequences in schools, and understand how these formations and doings come to be operationalized as technologies of differentiation, we will fail to appreciate the tenacity and force of some manifestations of identity in educational practices and policies. As technologies of affect, villainification and victimization are produced through relations and connections among material, affective and conceptual elements enacted in/through educational practices and policies; these elements (e.g. textbooks, policies, pedagogies, school memorial ceremonies) are entangled in processes of differentiation that take an indeterminate direction each time. In one occasion, differentiation surfaces as suspicion, fear or hatred for the Other; in another encounter, especially in relation to space and time, it may be manifested as something that might challenge the normative narrative about the Other as villain and the Self as victim. The advantage of theorizing villainification and victimization as technologies of affect is that it disrupts conventional understandings of identity as something that individuals possess and looks at identity as something that bodies do in interaction through the affective relations they form with other bodies.

To show an example of this argument, the presentation focuses on the main affective-discursive practices identified in the educational policy of 'I don't forget' in the Greek-Cypriot educational system over the years. I attempt to show how these affective-discursive orthodoxies are set up both in the policy of 'I don't forget' and its practice over the years, demonstrating how emotions are constitutive components of the national emotional archive involved in processes of (re)construction of national memory, history, and identity in schools. It is important to recognize that emotions in schools are powerful forces involved in the reproduction of national memory, history, and identity, and as such, in the maintenance of particular hegemonies—particularly in relation to narratives about villains and victims. At the same time, emotions are not only involved in the reproduction of hegemonic national memory; they are also involved in processes of resisting and rupturing such memory—often unexpectedly and unintentionally. Thus, as it is shown in my long-term ethnographic research, the instrumental sentimentality or superficiality emerging in the policy of 'I don't forget' over the years may sometimes subvert the process of cooptation of national memory, fading away the emotional power of villainification and victimization.

Rethinking villainification and victimization as technologies of affect in schools can be the starting point for a vision of an educational politics and practice that might attend to the multiplicity and complexity of affective encounters and identity perceptions. If our commitment is to make a critical intervention in schools that challenges essentialist understandings of identity—that is, interventions that would dissolve the normative technologies tied up with certain "structures of feeling" in school practices—then this work must also occur at the affective level.

Michalinos Zembylas is Professor of Educational Theory and Curriculum Studies at the Open University of Cyprus. He is Visiting Professor and Research Fellow at the Institute for Reconciliation and Social Justice, University of the Free State, South Africa and at the Centre for Critical Studies in Higher Education Transformation at Nelson Mandela Metropolitan University. He has written extensively on emotion and affect in relation to social justice pedagogies, intercultural and peace education, human rights education and citizenship education. His upcoming books are: Psychologized Language in Education: Denaturalizing a Regime of Truth (with Z. Bekerman), and Socially Just Pedagogies in Higher Education (co-edited with V. Bozalek, R. Braidotti, and T. Shefer). In 2016, he received the Distinguished Researcher Award in "Social Sciences and Humanities" from the Cyprus Research Promotion Foundation.

Plenaries and Keynote Speakers

Professoriate Identity in the Dispossessed University: Persistence and Resistance

Plenary Session 3, Friday, June 1, 10:15-11:30, CTF 02, B205

Speaker: Nelly P. Stromquist, University of Maryland, USA

The explosive combination of globalization and neoliberalism has changed universities forever. Some changes are positive inasmuch as there is now greater student access to all forms of tertiary education, ICTs are ubiquitous and significantly ease the development of new understandings, and universities have become essential sites for research and development. Other changes have been negative; among them is the downplaying of teaching as a core function, the constant search for revenues to meet operational needs, the growing differentiation and hierarchies among and within tertiary education institutions, and the enormous increase of casualized (or contingent) faculty.

Throughout the world, it is clear that permanent faculty are becoming a minority. This situation has not been sufficiently problematized despite its importance as a key factor affecting both institutional and professorial identity. Principles of shared governance become perfunctory when administrators—those with greater knowledge of the institution and greater responsibility for its everyday conduct—gradually gain greater decision-making roles in substantial functions and strategies shaping its future. Academic freedom by the tenured and tenure-track minority is often constrained by policies that put a premium on research productivity and entrepreneurship, as opposed to reflection and social critique.

Among casualized faculty, precarity prevails. Against the myth of contingents as older professionals taking time from their "day jobs" to share their expertise, large segments of the contingent faculty today in fact depend on university employment for their livelihood and live in the hope of one day securing full time and permanent jobs. Often, contingent faculty do not—or are not allowed to—participate in institutional decision-making, even in matters pertaining to that which they do most—teaching.

In this scenario, there is a pressing need for all of us to examine our identities as members of the professoriate. So far, the permanent faculty clings (by default) to perceptions of a reality that is no longer in place. Paradoxically, although university professors have traditionally invoked the principles of democracy and social justice in their work, many of us remain insensitive to the plight of the "new majority" in our departments. The permanent faculty has so far failed to express solidarity with our suffering colleagues in contingent employment, and usually endorse the discourse of economic crisis and expediency when hiring faculty in short-term, fixed-contracts. Not surprisingly, contingent faculty have begun moving into new ways of collective action to protect their interests. What does it mean to be a member of the professoriate today? What identities are we claiming, if any? What would it take to be proactive in shaping a new reality? This talk explores developments in research universities across the world, with a particular emphasis on the United States, a country that claims to have superior higher education systems, as validated by ranking systems.

Nelly P. Stromquist (Ph.D., Stanford University) is H.W. R. Benjamin Professor of International Education at the College of Education, University of Maryland, USA. She explores the education world from a critical sociological and political perspective. Her research covers a wide range of issues: gender and education, globalization and higher education, popular and non-formal education, and public policies. She is author of several books and numerous articles on women's literacy and non-governmental organizations, globalization's impact on education, and the professoriate. Nelly is former president of the Comparative and International Education Society (CIES). Her honors include the Kerstin Hesselgren visiting professorship by the Swedish Research Council, serving as a Fulbright New Century Scholar, and being appointed CIES honorary fellow in 2017.

The Lauwerys Lecture

The Slowing Global Order: Changing Contexts of Education and Comparative Research

Friday, June 1, 12:00-13:00, CTF 02, B205

Speaker: Noah W. Sobe, Loyola University Chicago, USA

In both academic and popular conversations globalization is commonly associated with speed, acceleration and the intensification of economic, cultural and social interactions and processes. The crises of our current moment invite attention to the slowing of global exchange, international cooperation and transnational mobility. Nonetheless, at the same time, it seems prudent to reflect on uneven temporalities in the global order. A review of economic, social and educational inequities around the globe suggests that recent decades have seen time-spaces where the fast and the slow both coexist and contradict one another. Paying attention to global tempo is, in part, to recognize the argument proposed by some historians that globalization be approached from a longue durée perspective which sees human societies as experiencing broad periods of globalization and de-globalization. While offering a historical examination of time and temporalities in education, this lecture also seeks to grapple with new, emergent uneven temporalities in education.

Globalization scholarship often claims that that transnational and/or world-spanning processes, phenomena and entities have profoundly reshaped the context(s) in which schooling occurs. From international student flows to new dynamics of knowledge creation and a trans-nationalizing reshaping of the spatialities and locations of education, globalization seems to have profoundly reconfigured educational policies and practices. Notwithstanding such dynamics, this lecture directs attention to deceleration and disengagement within the global order. It examines the role that comparative education plays in these processes and dynamics – which involve both the construction and denial of coevality, commensurability, and one-worldness. The coloniality of power is enacted through educational comparisons, particularly as comparisons hierarchically order societies and groups in relation to movement across time towards modernity, development or even a less freighted notion of "improvement". In tandem with the tendency to divide and differentiate temporalities, comparative education has also been complicit in the smoothing of time-space: the construction of apparent universalisms, commonsenses and "best practices" that erase and invalidate difference and diversity. Alongside a discussion of the active role education plays in these contradictory global processes and dynamics, this lecture examines the opportunities, risks, and challenges for comparative education in a slowing global order.

Noah W. Sobe is Professor of Cultural and Educational Policy Studies at Loyola University Chicago where he also directs the Center for Comparative Education. He is a historian of education who studies the global circulation of educational policies and practices with a particular interest in the ways that schools function as contested sites of cultural production for the making up of peoples, societies and worlds. His recent research includes work on education in post-socialist contexts, affect and emotion in education, and educational merit and meritocracy. Professor Sobe is President (2017-18) of the US-based Comparative and International Education Society (CIES) and also serves on the Executive Committee of the International Standing Conference on the History of Education (ISCHE). He is the author of over 35 journal articles and book chapters, with publications appearing in journals such as *Paedagogica Historica*, *History of Education, Current Issues in Comparative Education* (CICE), and the *Harvard Education Review*. Professor Sobe also serves as co-editor of *European Education*, an Associate Editor of *Cadernos de História da Educação* (Brazil) and is on a number of editorial boards including *Paedagogica Historica and Educational Policy Analysis Abstracts* (EPAA).

Presidential Symposium

Europe beyond education: Implications for education

Wednesday, May 30, 16:30-18:00, CTF 02, B205

Chair: Stephen Carney, Roskilde University, Denmark

Sir Michael Sadler, in his Oxford Speech at the turn of the 20th century, stated that "the things outside the schools matter even more than the things inside the schools, and govern and interpret the things inside". Despite, over a century later, the increasing influence of an applied form of Comparative Education which claims to identify universal and transferrable policy solutions, for many of us Sadler's assumption has been and remains a central tenet of our academic field. This Symposium is designed to provide a site to explore that aspect of our academic identity. In particular, we invited an acknowledged 'outsider' to frame the current 'situation' in Europe beyond education and what that means for identity formation projects in general. At the Symposium we will invite you to act as 'insiders' of education and discuss and extract educational implications out of this 'situation'. You should not to take for granted our long-standing and largely under-theorised assumption that 'the things outside the schools are more important than the things inside'. Instead you are encouraged to problematise and rethink it.

Re/nationalizing Europe: A Politics of Fear and Hope

Speaker: Ruth Wodak, Lancaster University, UK, and University of Vienna, Austria

Currently, we are experiencing the rise of right-wing populist parties, accompanied by a virulent (nativist) nationalism and related body and border politics, in most EU member states and beyond. Not only are borders being closed and walls constructed, in order to keep specific groups of people (refugees and immigrants) out; the programs also contain many elements of anachronistic and apocalyptic imaginaries of impending destruction, decadence and decay – should nothing be changed. Exclusive identities are being propagated, on national and EU levels, frequently associated with the traditional metaphor of "Fortress Europe".

Thus, across Europe, we are confronted with political rhetoric adjusted to changing national and, to some extent also international, political conditions: new topics and arguments (Islamophobia, strong Euroscepticism, migration and asylum restrictions, and a return to monolingualism [knowledge of German/English/Danish required before migrants are allowed to enter the country; see Wodak 2011, 2015, 2017; Rheindorf & Wodak 2017, 2018]) have become salient. Moreover, by electing media-savvy leaders, these parties convey their messages by intensifying the use of comics, posters, social media, and even 'pop' (rap-songs).

In my lecture, I will first discuss the politics of fear, as promoted by far-right parties; and then turn to a counter-discourse, the politics of hope, as a different imaginary of inclusive national and European identities, identities accommodating the emerging migrant and refugee societies. As a case in point, I then proceed to some results of a recent interdisciplinary research project, funded by the Austrian FWF, on "The discursive construction of Austrian national identities 1995-2015", where we were able to identify contradictory imaginaries and identity narratives, specifically in recent regional and national election campaigns 2015/16. Of course, attitudes towards the EU and European "crises" were part and parcel of these campaigns, I will analyze the various stages of these debates, from a multimodal and discourse-historical perspective.

Ruth Wodak is Emeritus Distinguished Professor and Chair in Discourse Studies at Lancaster University, United Kingdom, and Professor in Linguistics at the University of Vienna, Austria. Her research focuses on the development of theoretical approaches in discourse studies, organizational communication, identity politics and politics of the past, language and/in politics, gender studies, and, racism, prejudice and discrimination. Combining several fields in discourse studies, she continues to develop the Discourse-Historical Approach, an interdisciplinary, problem-oriented approach which analyses the changes of discursive practices over time and in various genres. She is member of the editorial board of a range of linguistic journals and co-editor of the journals Discourse and Society, Critical Discourse Studies, and Language and Politics. During her career, Professor Wodak has received numerous awards and honours. In 2013, she became a member of the British Academy of Social Sciences and in 2010, member of the Academia Europaea. In 2011, she was awarded the Grand Decoration of Honour

in Silver for Services to the Republic of Austria; in 2010, an Honorary Doctorate from University of Örebro in Sweden; in 2008, the Kerstin Hesselgren Chair of the Swedish Parliament; in 2006, the Woman's Prize of the City of Vienna; and, in 1996 the Wittgenstein Award for Elite Researchers. She is past-President of the Societas Linguistica Europaea. Ruth has held visiting professorships and distinguished fellowships in Malmo and Uppsala (Sweden), Stanford University, University of Minnesota, Georgetown University, University of East Anglia, Carleton University in Ottawa, and, the European University in Florence. Ruth Wodak has published 10 monographs, 27 co-authored monographs, over 60 edited volumes and special issues of journals, and ca 400 peer reviewed journal articles and book chapters.

Publishing in Comparative Education

Chair: David Phillips

Tuesday, May 29, 16:45-18:15, CTF02, B105

This session aims to describe the procedures for making decisions about which papers can be accepted for publication in the journal (see CTS 2, p. 41, 137)

Book Launches

Tuesday, May 29, 18:15-19:00, University House A.G. Leventis, Foyer

Childhood and Schooling in (Post)Socialist Societies (Palgrave MacMillan, 2018)

Iveta Silova, Arizona State University, Nelli Piattoeva, University of Tampere and Jeremy Rappleye, Kyoto University

Equity in and through Education: Changing Contexts, Consequences and Contestations (Brill/ Sense, 2018)

Stephen Carney, Roskilde University and Michele Schweisfurth, University of Glasgow

European Education: Special issue launch for Andreas Kazamias

Thursday, May 31, 09:00-11:00, CTF 02, B204

This special issue launch brings together scholars from diverse backgrounds to celebrate the life and career of one of the founding figures in the field of comparative education, Andreas Kazamias, and the multifaceted ways that his various identities have shaped the field and generations of comparativists and their ideas (See CTS 5, p. 42, 143-144).

Chairs and journal editors:
Iveta Silova, Arizona State University, and Noah W. Sobe, Loyola University Chicago

CESE History Project: Conversation with Past Presidents

Thursday, May 31, 14:00-16:00, University House A.G. Leventis, Amphitheatre B108

CESE is one of the oldest academic societies in the field of education. It was established in 1961 with the aim of providing a space for dialogue amongst individual 'voices' from the field of comparative education and other associated fields. But the collective 'voice' of the Society has remained unheard. The Executive Committee of CESE decided that it was time to write a history of the Society attempting to highlight its position in the academic and political worlds, as well as its impact on the development of the field. This session provides the opportunity for Past Presidents to reflect on the past, present and future of the Society.

Chairs and project leaders:
Eleftherios Klerides, University of Cyprus, and Hans-Georg Kotthoff, Freiburg University of Education

Participants:
Juergen Schriewer, Humboldt University of Berlin, CESE President 1992-1996
Thyge Winther-Jensen, Aarhus University, CESE President 1996-2000
Donatella Palomba, University of Rome Tor Vergata, CESE President 2000-2004
Robert Cowen, UCL Institute of Education, CESE President 2004-2008

Concluding remarks:
Stephen Carney, Roskilde University, CESE President

Working Groups

Working Groups (WGs) are central to CESE conferences and take the form of an extended seminar where scholars engage with each other as peers, discussing, challenging and refining arguments and perspectives. The sessions of WGs often unfold over two (or three) days and lead to much longer-term dialogues. Seven WGS, reflecting diverse points of news, institutional sites and professional groups, have been created to explore the lanscape of identity and education in times of crisis.

Working Group 1: History, Theory, and Identity in/of Comparative Education

Chair: Carlo Cappa, University of Rome 'Tor Vergata', Italy

By pairing "history" and "theory", WG1 invites analyses in which the two elements, in a comparative perspective, are closely linked with each other.

Identity and education are and have always been strictly interwoven – a crucial issue for comparative education. Education, in conversation with social and cultural conditions, proposes a number of different images of the human being, especially in terms of identity. Traditionally, one of the most relevant aspects of each of these different identities has been to try creating univocal profiles, providing common elements of recognition, of "sameness", among those belonging to it. In this respect, each identity is conceptualised as alternative to the others, leading to a clash that is all the more apparent in periods marked by uncertainty, when many paradigms compete for the same terrain.

In current times, the complexity of society, acceleration of change processes and rising uncertainty present a difficult task for education. In a framework characterized by political and economic challenges, a tension arises between different possible identities in Europe as well as elsewhere, with the notion of multiple identities coming to the fore.

The concept of crisis can be a powerful heuristic to interrogate our current situation, involving, as it does, an opportunity, or even an obligation, to make choices. The concept of crisis defines not only a difficult moment or period, but an important turning point as well. Crisis can be read as an open question, an invitation: a moment requiring analysis and judgment about one (or many) possible way(s) for imagining change or resistance.

How can a comparative approach contribute to this problématique? And is the identity – or the multiple identities - of comparative education itself worth investigating in order to explore the diverse ways in which history and theory are linked in comparative education(s)?

Whilst encouraging a broad array of papers, the WG is particularly interested in papers that address the following issues:

- Highlighting moments in which we can find a consolidation or a contestation – through education – of a specific notion of "identity".
- Understanding the building of identity through education or the fight against it in relation to previous traditions of enquiry or with other phenomena such as the economy, politics or society.
- Exploring transformation/s and continuity/ies in educational concepts for thinking about identity/identities in comparative education.

Working Group 2: Governance, Nation State and the New Transnational Order

Chairs: Nelli Piattoeva, University of Tampere, Finland
Elaine Unterhalter, UCL Institute of Education, England

Education and identities are being (re)articulated by forces that are well beyond the control of national states. Many of these are corporate, shaped by the logic of market reach and profit-accumulation. Others reflect the collective political and cultural desires and commitments of regional bodies such as the European Union, the Arab League, the Organisation of American States or the African Union. A third and growing voice comes from the voluntary or philanthropic sector where new donors are shaping development priorities to reflect more idiosyncratic views and interests. Irrespective of the focus one adopts, educational identities can now be understood as reflecting a heightened sense of economic self-interest and autonomy, an awareness of regional and global interconnectivity and belonging, as well as a growing sense of disconnect and confusion. Forms of governance and organisation do not merely respond to our contemporary political landscape but, rather, have been central in shaping it.

This Working Group (WG) deals with some of the most profound and complex challenges or even contestations facing education and identity formation in Europe and elsewhere. Whilst encouraging a broad array of papers, the WG is particularly interested in papers that address the following issues:

- Techniques and technologies: the rise and implications of new governance methods and systems. This might include the application of 'big data' to education as well as new developments regarding measurement, performance and surveillance systems. How are these new regimes of visibility (re)shaping notions of the educated person in national, regional and global terms?
- Actors and organisations: the role of international agencies and new scalar relations (for example regional and transnational configurations) in recalibrating and challenging the role of nation states in the field of education and identity formation. Who is setting the agenda for education and what does it mean to be educated in an age of fluidity? In what ways does this new agenda differ from earlier ones?
- Subject positions and identity politics: the prospects for education in an age of uncertain transnationalism. What types of education become possible as the state is displaced from its historically privileged position in educating populaces? What new educated subjectivities and positionalities are emerging (or under erasure) as new actors and processes attempt to redefine (historically contested) notions of the educated person?

The WG welcomes contributions from a wide range of disciplinary backgrounds and conceptual orientations aimed at understanding the interests driving such transformations and how these are affecting educational identities nationally and beyond.

Working Groups

Working Group 3: Curricula, Textbooks and Citizenship

Chairs: Paul Morris, UCL Institute of Education, England
Miri Yemini, Tel Aviv University, Israel

Many of the longstanding dilemmas which educators have sought to address have their roots in the multiple and sometimes contradictory purposes of schooling. For example: the quest to educate an obedient citizenry had to be balanced against the need to encourage criticality and creativity; promoting skills for employment had to be balanced by a desire to develop social and moral attributes; competition was promoted whilst in parallel seeking to encourage cooperation and compassion. More recent variations of these dilemmas include the quest to educate citizens who will lead the nation to compete in the 'global knowledge economy' whilst in parallel expecting schools to ensure pupils are patriotic promoters of their own national and/or cultural traditions. The rapidly increasing influence of global agencies and of global education businesses and their claim to measure 'quality education' creates another layer of complexity which is now manifested inschool systems seeking to provide a broad and balanced curriculum which serves the needs of the nation whilst at the same time ensuring rapid improvement in pupils' performance on cross national tests in a narrow range of subjects.

It is within the concrete manifestations of school curricula that these various dilemmas are 'resolved' and delivered to school pupils. Decisions concerning curricula, textbooks and citizenship education are especially critical and represent the historical outcome of the struggles to control education. Other examples are:

- The time allocated to school subjects.
- The changing value of subjects in systems of high stakes assessment, what is included and excluded from the curriculum as well as what is assessed.
- The content of school textbooks and the politics of who decides which textbooks are used.
- The role of common curricula.
- The Medium of Instruction.
- The overall conception of the 'educated' person and the 'good' citizen that the curriculum seeks to develop.

These decisions are central to the operation of school systems and take on added significance in light of the various shifts identified in the Conference rubric. Thus, inter alia, the movement of refugees and migrants across borders, the rise of nationalist and sometimes xenophobic political movements and the emergence of increasingly polarised and populist political environments have had a powerful impact on school curricula.

This Working group explore these issues with a focus on curricula at all levels of formal education.

Working Group 4: Practitioners, Pedagogies and Professional Identities

Chairs: Michele Schweisfurth, University of Glasgow, Scotland
Stavroula Philippou, University of Cyprus, Cyprus

Practitioners in education are under fire on a number of fronts. Accountability regimes in many countries are shaped by narrowed understandings of learner attainment and of teachers' roles in improving it. The outcomes of national – and, increasingly, international – standardised tests not only generate large sets of data: they set new standards by which teachers are judged. Control is centralised; responsibility and blame are delegated. This regime incorporates new sets of actors, including international organisations such as the OECD, and private interests in the form of 'Edubusiness'. In contexts of resource constraint, including large parts of southern Europe, practitioners are expected to do more with less and with little job security. In settings where teachers have traditionally been respected members of the community and an important component of the intelligentsia, such shifts in identity are particularly painful.

Education practitioners include those working at all levels of the system and outside of it, from early childhood care and education through schooling and higher education, and in adult education and training. For practitioners involved in teaching and learning, pedagogy is more than what they can be observed doing: it is an expression of what they believe, and of their own human and professional identities. Embedded as it is in individual's beliefs and identity and in cultural norms, pedagogy remains one of the hardest things to change through policy. Yet it is often targeted as a lever for improvement, with ready-made imported solutions, and with little attention to practitioner voices and cultural and resource realities.

In these challenging times, glimmers of hope include individual and collective resistance to the blunt instruments of policy change. While the educational agenda for practitioners is arguably narrowing and converging overall, there are new policy foci in some contexts, bringing attention to areas such as wellbeing and equity. These come with new responsibilities but also opportunities. And practitioners are not always right. Sometimes other marginalised voices, including those of learners and parents, are part of the call for change. Key themes to be addressed within this working group include:

- Practitioner identity in contemporary contexts including: resource stringency; migration; political shifts; technological innovation; and new understandings of accountability and autonomy.
- The construction of 'best practice' pedagogy through, for example, the washback effects of standardised international tests such as PISA or PISA for Development, the workings of aid organisations in the Global South, and new forms of governance that emphasise performativity and measurement. How is improvement defined, and how are practitioners engaged (or not) to work towards it?
- Sites of renewal and resistance. How do practitioners work individually and collectively to uphold values which they perceive to be under threat? What are the roles, for example, of teacher unions, practitioner voices in policy formation, and subtle forms of non-compliance or mediation at the grassroots level?

The working group invites contributions which address or question any of the themes above and which explore the tensions and competing imperatives that practitioners face in the contemporary context. We especially welcome comparative studies but strongly encourage all submissions to set their work rigorously in national and international contexts.

Working Groups

Working Group 5a: Higher Education

Chair: Eleni Prokou, Panteion University of Social and Political Sciences, Greece

Working Group 5b: Vocational Education and Training, and Lifelong Learning

Chair: Irene Psifidou, European Centre for the Development of Vocational Training,Cedefop

Higher education in Europe has been under transformation for the last two decades or so. Globalisation forces, as these are promoted by international and transnational organisations (the OECD, the EU etc.), have exerted pressures for the promotion of the so-called "market-driven" university across the European regions. Along with the imperative for market responsiveness come notions of *university productivity*, the attribution of greater *autonomy* to universities to meet certain pre-specified *objectives, evaluation, accountability* and quality assurance. In the framework of a retreat from welfare states, especially at the current time of economic and social crisis, privatisation trends increase, while the concept of lifelong learning is becoming more and more important along with the individualisation of the responsibility for learning. Employability, as a central aim of the EU education and training policies, is becoming a basic mission of higher education institutions, challenging the Humboldtian model of the University with its unity of research and teaching. In its turn, continuing vocational education and training is further promoted, at the expense of general adult education, albeit increasingly privatised in parallel with the promotion of accreditation policies (e.g. the EQF).

This Working Group (WG) deals with some of the most profound and complex challenges or even contestations facing higher education and vocational education and training / lifelong learning in Europe and elsewhere. Whilst encouraging a broad array of papers, the WG is particularly interested in papers addressing the following issues:

- Analysis and interpretation of higher education policies across the European regions. What policies challenge "equity" goals in higher education? What are the consequences of the growing emphasis on "market" responsiveness? What forms of "evaluation" and "quality assurance" are taking root? Has the employability of graduates become a central aim? At what cost? What types of "privatisation of higher education" are taking place across Europe and beyond and to what effect?

- Analysis and interpretation of vocational education and training / lifelong learning and adult education policies in European regions. What is the balance between the notions of employability and equity? How are systems of vocational education and training/ lifelong learning changing in view of their increasing privatisation? What is the role of general adult education in view of the emphasis being placed in continuing vocational education and training?

- Analysis of the policy agendas of EU and international organisations (e.g. Bologna Process, Lisbon Strategy, Copenhagen Process etc.). How do these policies influence nation states or regions in formulating their policies in higher education and/or vocational education and training / lifelong learning?

The WG welcomes contributions from a wide range of social science backgrounds and conceptual orientations aimed at understanding the interests driving the transformations of *higher education and vocational education and training / lifelong learning* institutions at national and international level.

Working Group 6: Identities beyond Formal Education

Chairs: Yiannis Roussakis, University of Thessaly, Greece
Aristotelis Zmas, European University Cyprus, Cyprus

In modern times, children and youth identities and subjectivities were habitually played out, shaped and channelled within and through the boundaries of formal education. Ministries and policies, classrooms and teachers, curricula and textbooks, as well as teaching aids and commemorative rituals, all were invented to play a key role in the making of individual and collective identity and the subject. In all these institutions and practices of the 'grammar' of formal education, subject positions tended to be defined along masculine, white, heterosexual and middle-class lines, to the detriment of those contesting these norms and identified as women and LGBT+, of black and minority ethnic groups, of working-classes, as well as of colonialised groups, those with disability and migrant communities.

Today, formal education is losing its privileged position as key location of 'identity-work', existing alongside non-formal and informal sites and techniques of learning and socialisation. Advancements in technology and the rise of social media, changes in capitalist accumulation and the workplace, shifts in international politics and the emergence of new governing forms, new lifestyles, and new patterns of entertainment and leisure are some of the phenomena at play here, opening up new possibilities for identity-making beyond formal education. Taken together, such forces suggest a new era of both personal and collective uncertainty as well as opportunity. What non-formal and informal spaces and technologies of identity-work are emerging today? How are they employed and by whom? What new imaginings of the subject are articulated and enacted? How are these imaginings entangled negotiated alongside those produced in formal practices and via formal strategies of education?

The Working Group (WG) opens up historical and contemporary themes related to identities beyond formal education. Papers might include the following:

- The new spatial architecture of/for identity-making: here, papers might explore the ways that changes in technology, capitalism and geopolitics, as well as in lifestyle and leisure redefine subjectivities and the tools and sites of their making.

- The implications of new notions of the 'self' in/for society: papers might examine how formal, informal and non-formal, national/local and transnational imaginings of the subject are intersecting and what this means for the nature of the notion of identity itself.

- Actors and concepts: here, papers might consider subjects and subject positions that are creating and contesting the new times of fluidity and opportunity, as well as how we might theorize them.

WG participants might frame their analyses by region, country and/or community and could engage with a range of intellectual perspectives and interpretative positions. It would be especially pertinent if some analyses focus on how categories such as gender, class, ability, occupation, race, caste, ethnicity, religion, and sexual orientation intersect to contribute to the enactment of a growing sense of threat and resistance on the one hand, and potential and renewal on the other.

New Scholars Working Group

Chair: Hans-Georg Kotthoff, Freiburg University of Education, Germany

The New Scholars Working Group is a traditional feature of CESE conferences. The main purpose of the New Scholars WG is to welcome young colleagues who participate for the first time at a CESE Conference and to provide a space for new scholars to disseminate their research and to contribute to their establishment within the local and international research community.

Thematically-Focused Panels

The Thematically-Focused Panels (TFPs) are a new feature of the CESE conferences and provide an opportunity for leading educationalists of all types – including comparativists – to present their work in ways that unfold our conference theme further. Typically, a TFP comprises three or four papers which all refer to a certain frame of identity- making (e.g. ethnicity, social class, gender, age, sexuality, race, profession, ability, region) and brought together into one coherent session.

TFPs 1: Identities, crisis and education in Europe

- Moulding identities at times of (post)crisis: Higher education governance and knowledge transformations in Europe | Chairs: Antigone Sarakinioti & Stavroula Philippou, University of Cyprus

- Shaping new European educational and research identities: Insights from research on the global education industry | Chair: Marcelo Parreira do Amaral, University of Münster

- Shaping young adult identities through LLL policies: Between standardisation and individualisation | Chairs: Sarah Schaufler, University of Münster, and, Judith Jacovkis, Autonomous University of Barcelona

- Minority education and identities in post-communist Europe | Chairs: Hristo Kyuchukov, University of Silesia in Katowice, and, William New, Beloit College

- Teacher professionalism and identities and the quest for inclusion | Chairs: Monica Mincu, University of Turin, and, Régis Malet, University of Bordeaux

TFPs 2: Migration, refugees and intercultural education

Chairs: Marta Moskal, Durham University, and, Eleni Theodorou, European University Cyprus

TFPs 3: Conflict, peace and the promise of education

Chair: Constandina Charalambous, European University Cyprus

TFPs 4: Gender and social class identities

Chair: Miranda Christou, University of Cyprus

Cross-Thematic Sessions

Cross-Thematic Sessions (CTSs) provide space for papers that are relevant to the broader field of comparative education but that do not necessarily relate thematically closely to the focus of any of the working groups or the main conference theme.

CTSs also provide space for a group of three or four papers which go beyond the conference theme by touching on theoretical and/or methodological issues related to comparative education, and which would therefore profit from being grouped together.

- CTS 1: Global Ethnography, Jean Baudrillard and comparative education | Chair: Jason Beech, University of San Andres

- CTS 2: Publishing in Comparative Education | Chair: David Phillips, Oxford University

- CTS 3: International and comparative education meets sustainability development: Four case examples from the Nordic rim? | Chair: Meeri Hellstén, Stockholm University

- CTS 4: Time to follow the white rabbit? The OECD's happy schools, closed systems, and the return to wonderland | Chair: Jeremy Rappleye, Kyoto University

- CTS 5: The comparative education soul: Celebrating Andreas Kazamias on his 90th birthday | Chairs: Iveta Silova, Arizona State University, and Noah W. Sobe, Loyola University Chicago

- CTS 6: Exploring gendered patterns of higher education participation and success in STEM and beyond: Initial findings from the network 'Examining Gender in Higher Education' | Chair: Barbara Read, University of Glasgow

- CTS 7: From matter of fact to matter of concern - context in comparative education research | Chair: Iveta Silova, Arizona State University

- CTS 8: Intercultural education policy and practice: Interplay, comparison and contrast in the case of Cyprus | Chair: Pavlina Hadjitheodoulou-Loizidou, Cyprus Pedagogical Institute

- CTS 9: Learner Centred Education (LCE) as a means for social change in adult education programmes for migrants in four European countries | Chair: Maria Gravani, Open University of Cyprus

- CTSs 10: Free Sessions

- CTS 11: Educational policy as a transnational phenomenon: The case of curriculum making across European contexts | Chairs: Stavroula Kontovourki, Stavroula Philippou & Eleni Theodorou, University of Cyprus

- CTS 12: Uneven time-spaces in education: Concepts, methods, and practices for comparative education research | Chair: Noah W. Sobe, Loyola University Chicago

Day by Day Programme

Tuesday 29th May

Session 1 | Time: 14:15-16:15

WG 1: History, theory and identity in/of comparative education | Session 1: Educated identity and comparative education: Theoretical contours
Chair: Carlo Cappa | Time: 14:15-16:15| Room: 007

Comparison, translation and the paradoxes of identity, *Donatella Palomba*

What happened to educational theory in general and to comparative education in particular?, *Thyge Winther-Jensen*

Educated identity: Concepts, theories, and futures, *Robert Cowen*

WG 2: Governance, nation state and the new transnational order | Session 1: Education policy and crisis
Chairs: Nelli Piattoeva & Elaine Unterhalter | Time: 14:15-16:15 | Room: 009

Public good, state formation, and transnational networks: Some reflections on education theorising in 1917 and 2016, *Elaine Unterhalter*

The age of uncertainty: Silencing the knowledge of the 'other' and unmaking of identities in the contemporary moment, *Adeela Arshad-Ayaz & Muhammad Naseem*

Temporal horizons of crisis in education, *Bernhard Hemetsberger*

Towards a dialogical and progressive educational policy framework: Maneuvering a middle way among the polarized constructs, *Solomon Arulraj David*

WG 3: Curricula, textbooks and citizenship | Session 1: Promoting unity from diversity
Chairs: Paul Morris & Miri Yemini | Time: 14:15-16:15 | Room: 010

Internal other or part of the national self? Representations of ethnic minorities in Singapore's textbook narratives of the Japanese occupation, *Khatera Khamsi*

Re-constructing the nation: Struggles in portraying minority ethnic groups in Chinese mainstream history textbooks, *Fei Yan*

The challenge of unity among diversity: A comparative study of national identity education in China and Scotland, *Shuqi Rao*

WG 4: Practitioners, pedagogies and professional identities | Session 1: Concepts and methods
Chairs: Michele Schweisfurth & Stavroula Philippou | Time: 14:15-16:15 | Room: 011

Socio-cultural identity and PISA attainment: An exploration of the Finnish and Chinese cases, *Jennifer Chung & Jun Li*

Sen and Bourdieu: A holistic framework to address social justice in education?, *Maria Manzon*

(Self-)Explorations of teachers' professional identities in a cross-cultural comparative ethnography, *Bettina Fritzsche*

What the United States education system can learn from Cuba: The need for critical border praxis, *Timothy G. Cashman*

WG 5a: Higher education | Session 1: Internationalisation and academic identities
Chair: Eleni Prokou | Time: 14:15-16:15| Room: 016

The university-as-machine "must fall": A case for humanizing the "post-apartheid" academy, *Sahar D. Sattarzadeh*

A new silk road of episteme: The Chinese knowledge diaspora and the Europe of knowledge, *Anthony Welch*

The impact of intercultural awareness on peer interaction: Views of MA students in a British University, *Ming Cheng*

WG 5b: Vocational education and training and lifelong learning | Session 1: VET for social inclusion and labour market integration
Chair: Irene Psifidou | Time: 14:15-16:15 | Room: 111

An international comparison on equity and social justice in technological and vocational education systems, *Shen-Keng Yang*

Bridging the skill divide in Europe: The role of vocational education and training to prevent and remedy early school leaving, *Irene Psifidou*

The voice of adolescents at the edge of schooling: An ethnographic study of truancy at a technical and vocational school in Cyprus, *Maria Iacovou Charalambous & Helen Phtiaka*

People and policy: A comparative study of apprenticeship across eight national contexts, *Maia Chankseliani*

WG 6: Identities beyond formal education | Session 1: Indigenous identities across space
Chairs: Yiannis Roussakis & Aristotelis Zmas | Time: 14:15-16:15 | Room: 112

Contested memory of colonial and war past and Okinawan identity, *Masako Shibata*

(De)Constructing a 'backward' identity in an area of civil unrest in India, *Gunjan Wadhwa*

First nations/Indian education in Canada: The journey continues from colonialism to self-determination?, *Ron Phillips*

Indigenous identities and education in Taiwan in the age of transitional and historical justice, *Yulia Nesterova*

New Scholars Working Group | Session 1: International hubs, aid and interventions
Chair: Hans-Georg Kotthoff | Time: 14:15-16:15 | Room: 113

A methodological approach to global education policy research: Studying international education hubs comparatively, *Marvin Erfurth*

Educational marginalisation of conflict-affected children in Syria: Politicisation of evidence, *Tomoya Sonoda*

The education interventions of the World Bank: Cyprus as a case study, *Ioanna Siakalli*

Session 2 | Time: 16:45-18:15

WG 1: History, theory and identity in/of comparative education | Session 2: Theoretical contours of comparative education research
Chair: Carlo Cappa | Time: 16:45-18:15| Room: 007

What is comparative education? *David Turner*

Emergent theory and methodologies: Barriers and gateways, *Allan Pitman*

Critical challenges in approaches and experience in comparative education research, *Brian Denman*

WG 2: Governance, nation state and the new transnational order | Session 2: Schooling and/ for distinction
Chair: Nelli Piattoeva & Elaine Unterhalter | Time: 16:45-18:15 | Room: 009

Internationalizing national schools: The introduction of the International Baccalaureate in Argentina and Costa Rica, *Julia Resnik*

Exclusive boarding schools and the "equality of opportunity"-norm in England and Germany, *Florian Waldow & Jakob Erichsen*

"My pupils have been so weakened that they are causing me to abort my study": Modalities of governmentality and pastoral power in colonial English learning – Rethinking neoliberalism's mandate for lifelong learning, *Zelia Gregoriou*

WG 3: Curricula, textbooks and citizenship | Session 2: European perspectives Chair: Paul Morris & Miri Yemini | Time: 16:45-18:15 | Room: 010
Ancient history in the Modern Greek State: Curricula, textbooks, editorial practices and educational policy, *Dimitrios Charalampous & Konstantina Papakosta* An unbalanced curriculum which serves the needs of the nation: Teaching religious pluralism in Italian schools, *Carla Roverselli* The European schools: Exploring national, European and intercultural dimensions of education and identity, *Nicola Savvides*
WG 4: Practitioners, pedagogies and professional identities | Session 2: Early childhood care and education Chairs: Michele Schweisfurth & Stavroula Philippou | Time: 16:45-18:15 | Room: 011
Practitioner-parent partnerships: Rethinking roles and developing relationships, *Maria Kambouri-Danos & Myria Pieridou* Strategies for encouraging creativity in preschool aged children, *Eudjen Cinc, Tanja Nedimovic & Aleksandar Stojanovic* Gender reproduction or gender transformation? A child-centred approach to gender and teacher-child interactions in Scottish and Chinese Early Childhood Education and Care (ECEC), *Yuwei Xu & Michele Schweisfurth*
WG 5b: Vocational education and training and lifelong learning | Session 2: LLL policies across countries and time Chair: Irene Psifidou | Time: 16:45-18:15 | Room: 111
Lifelong learning policy initiatives in Singapore and Japan during the 1990's: different forms of lifelong learning and contributing contextual factors, *Nicole Vasiliou* Adult and lifelong learning for sustainable economic development in the 21st century, *Victor Osaghae* European ICT/e-learning projects and their implications for further policy development: An exploration of current trends, *Florin D. Salajan & Corina Todoran*
WG 6: Identities beyond formal education | Session 2: Work identities, entrepreneurialism and education Chairs: Yiannis Roussakis & Aristotelis Zmas | Time: 16:45-18:15 | Room: 112
Self-care and entrepreneurism: Revisiting soft skills learning and development for staff through ethnography, *Alison Fixsen, Steven Cranfield & Damien Ridge* Employment multiplier effect and educational background of entrepreneurs: An empirical study from China, *Xiaohao Ding, Wenjuan Gao & Yinduo Wu* Social firm as a missing piece in the Japanese education system, *Mie Shigemitsu*
New Scholars Working Group | Session 2: Coloniality, multiculturalism and biopolitics Chair: Hans-Georg Kotthoff | Time: 16:45-18:15 | Room: 113
Coloniality and biopolitics in history teaching and history thinking, *Nicolas Nicolaou* Colonialism and biopolitics: Forging identities through colonial programs of social hygiene, *Maria Georgiou* 'Under Western Eyes': A talk about liberal multicultural education and biopolitics in a post-colonial era, *Antigoni Stavrinou*

Wednesday 30th May

Session 3 | Time: 09:00-11:00

WG 1: History, theory and identity in/of comparative education | Session 3: Histories and futures in comparative education research Chair: Carlo Cappa | Time: 09:00-11:00| Room: 007
Education and the perils of identity: Some comparative and historical observations, *Leslie Bash* Education policy-making: Architecture and error, *Christine Han* Comparative and international education: Survey of an infinite field. Discussion of forthcoming book, *Charl Wolhuter* Academic writing: A response to cultural variation, *Salah Kutieleh*
WG 2: Governance, nation state and the new transnational order | Session 3: Education policy networks Chairs: Nelli Piattoeva & Elaine Unterhalter | Time: 09:00-11:00 | Room: 009
Fabricating Chinese education through PISA, *Helena Hinke Dobrochinski Candido, Anyara Granskog & Lai Cheuk Tung* How the 'prescriptive organizations' (supra or international) developed strategies to reduce resistance in education?, *Jean Emile Charlier & Sarah Croché* A most improbable identification? The Netherland as a "reference society" within the Chilean educational reform (2014-2015), *Cristina Alarcón* A historical review of the Japan Foundation: Strategies and actions, *Elisa Gavari Starkie*
WG 3: Curricula, textbooks and citizenship | Session 3: Global and cosmopolitan perspectives on identity Chairs: Paul Morris & Miri Yemini | Time: 09:00-11:00 | Room: 010
Global citizenship in motion: Comparing practices and policies in German schools worldwide, *Simona Szakacs* Navigating between global and European identities: The European Union's conceptions of citizenship following the European migration crisis, *Yuval Dvir* Prospects and perils: Differences in perceptions of global citizenship education among teachers from different education sectors in Israel, *Heela Goren, Clare Maxwell & Miri Yemini* Paideia: The educated citizen in the knowledge cosmopolis, *Andreas Kazamias*
WG 4: Practitioners, pedagogies and professional identities | Session 3: Extended professionalism Chairs: Michele Schweisfurth & Stavroula Philippou | Time: 09:00-11:00 | Room: 011
Social justice in the classroom: What teachers should and be able to do, *Jia Li Huang* Social justice and teacher education: What can TALIS teach us? *Sheng Yao Cheng* Money versus the soul: Neoliberal economics and teacher professional identities in post-Soviet Russia, *Elena Minina & Maria Yunilainen* Team co-teaching: A "tool" for teachers' professional development and the improvement of students' academic performance and social interaction in an inclusive classroom, *Emily Polydorou & Simoni Symeonidou*

WG 5a: Higher Education | Session 3: European Union higher education policy Chair: Eleni Prokou | Time: 09:00-11:00 | Room: 016
Learning outcomes and the Bologna Process - Issues of implementation: The case of the Department of Primary Education, *Andreas Vassilopoulos & Dimitra Stamatopoulou* Transnational identity politics in international higher education over time: the case of Israel, *Annette Bamberger* The perceptions of senior officials in Israeli higher education institutions and policymakers regarding the integration of Israel into the Bologna process, *Timna Benn* The European Union higher education policy in an age of crisis, *Eleni Prokou*
WG 6: Identities beyond formal education | Session 3: Performance and socialization in non-formal sites of identity-work Chairs: Yiannis Roussakis & Aristotelis Zmas | Time: 09:00-11:00 | Room: 112
Mike Kenny's "Boy with a suitcase": the burden of memory and the luggage of hope, *Alexia Papakosta, Aphrodite Andreou & Ioanna Blouti* Identification and compilation of cultural festivals in Tafawa Balewa and Bogoro Local Government Areas of Bauchi State, *Sanusi Abubakar Sadiq* From knights and princesses to Athena and Luther: Playmobil and the formation of identity, *Phillip Knobloch* Trauma theory in approaching Morrison's Home and Faqir's Willow Trees Don't Weep, *Noureddine Chebli*
New Scholars Working Group | Session 3: The (re)making of teacher, student and adult identities in Europe Chair: Hans-Georg Kotthoff | Time: 09:00-11:00 | Room: 113
Intercultural education in Greece; shaping student identities and linking education with migration, *Giannis Moysidis* The role of the institutional context in shaping educational research-based teacher professionalism, *Beatrice Cucco* Negotiating identities and oral participation in intercultural classrooms: Perspective of international students at a British university, *Sihui Wang* Transformation of identities of adult migrant learners, *Georgia Barkoglou*

Wednesday 30th May

Session 4 | Time: 11:30-13:00

WG 1: History, theory and identity in/of comparative education | Session 4: Negotiating historical agendas of comparative education Chair: Carlo Cappa | Time: 11:30-13:00 | Room: 007
On the intellectual organisation of international comparative research in Sweden, *Sverker Lindblad & Daniel Pettersson* Intersecting the issues of comparative education at the time of the first CESE General Meeting (1963) and the OECD's Mediterranean Regional Project (1960-1965), *Luís Correia* The peripherals in the core of international knowledge production - acknowledging the work of a managing editor in the 1980s Comparative education, *Christian Lundahl & Franziska Primus*
WG 2: Governance, nation state and the new transnational order | Session 4: Governance networks in education Chairs: Nelli Piattoeva & Elaine Unterhalter | Time: 11:30-13:00 | Room: 009
European governance in adult education: On the comparative advantage of joining working groups and networks, *Marcella Milana, Luigi Tronca & Gosia Klatt* The 'practice of best practice' in European education governance: Insights from a political ethnography, *Natalie Papanastasiou* Deconstructing 'Preventing Violent Extremism through Education': A critical analysis of UNESCO discourses, *Eleni Christodoulou & Simona Szakacs*
WG 3: Curricula, textbooks and citizenship | Session 4: Constructing identity: The role of history and history education Chair: Paul Morris & Miri Yemini | Time: 11:30-13:00 | Room: 010
The political in remembering and teaching history: Introducing the Cold War in a German and Swiss history classroom, *Barbara Christophe* Reflections on history education in Cyprus and UK: Similarities, differences, and limitations, *Maria Georgiou* Hong Kong identity in Chinese history and history in Hong Kong education, *Liz Jackson & Jason Lin Cong*
WG 4: Practitioners, pedagogies and professional identities | Session 4: Teacher careers and professional identities in context Chairs: Michele Schweisfurth & Stavroula Philippou | Time: 11:30-13:00 | Room: 011
Teacher's perception about their educational needs, the effectiveness of their training and their motives for participation in lifelong learning activities in Greece, *Konstantina Kiriatzakou & Athina Sipitanou* A psychological-juridical perspective on educator identity in an insecure work environment, *J.P. Rossouw & Elmaré Mong* Urban secondary physical education teachers' careers and professional identities, *Panos Constantinides*
WG 5a: Higher Education | Session 4: Internationalisation and privatisation Chair: Eleni Prokou | Time: 11:30-13:00 | Room: 016
Hybrid identities in higher education: Oscillating between public and private sector, *Aristotelis Zmas* Building researchers' identity: Changing times call for rethinking research education, *Ewelina Niemczyk & Johan Botha* Internationalisation under siege – the case of Ariel University, *Yaniv Weinreb & Miri Yemini*

WG 6: Identities beyond formal education | Session 4: Historical cases of identity-making in Cyprus Chairs: Yiannis Roussakis & Aristotelis Zmas | Time: 11:30-13:00 | Room: 112
Making the moral orthopedic teacher in late 19th century Cyprus: Elites and newspapers, *Costas Constantinou* The curricular formation of non-elite subjects during British rule: Educating adult prisoners of the Nicosia Central Prisons 1946-1959, *Anthi Sakka*
New Scholars Working Group | Session 4: Language/literacy education in Cyprus Chair: Hans-Georg Kotthoff | Time: 11:30-13:00 | Room: 113
Critical Literacy as a globalising network of meanings and actors: The case of the new curriculum of Modern Greek Language in Cyprus, *Myria Iona* Educational change as a sequence of choices, a 'dialogue' amongst stakeholders and a juxtaposition of dominant discourses: The case of the Language Education curriculum reform in Cyprus, *Maria Athanasiou & Mary Koutselini* Literacy teaching and teachers' identity: A study of five elementary teachers' life histories in the Republic Of Cyprus, *Rafaella Maroulleti*

Session 5 | Time: 14:00-16:00

WG 1: History, theory and identity in/of comparative education | Session 5: Theorising education and comparative education contextually Chair: Carlo Cappa | Time: 14:00-16:00| Room: 007
The hidden foundations of the innovative Reggio Emilia approach in early childhood education: Discovering its theoretical and historical roots in the life and the works of Loris Malaguzzi, *Nicola Barbieri* Comparative education discourse in Italy after WWII: The case of Giovanni Gozzer, *Angelo Gaudio* Towards a complex and post-relativistic comparative education, *María José García Ruiz* The rise of the Chinese 'Schooled Society': Schooling and identity in three generations, *Fengshu Liu*
WG 2: Governance, nation state and the new transnational order | Session 5: International reform and context Chairs: Nelli Piattoeva & Elaine Unterhalter | Time: 14:00-16:00 | Room: 009
'National' reforms by 'International' actors: Educational reforms in the GCC and the issue of identity, *Maryam Mohamed* PISA performance, the media and the construction of national identity, *Sue Grey* Democratic governance within the educational sphere, reality or fiction? The case of the educational reform in Mexico, *Haleyda Quiroz Reyes* What makes a 'European teacher'? Comparing teacher education reforms in Austria, Greece and Hungary from a European perspective, *Vasileios Symeonidis*
WG 4: Practitioners, pedagogies and professional identities | Session 5: Teacher identity and status in contexts of change Chairs: Michele Schweisfurth & Stavroula Philippou | Time: 14:00-16:00 | Room: 011
Professionalisation, governance and teachers' self-perceptions: Accountability processes in international comparison, *Claudia Rupp* Construction of teacher identity in Post-Soviet educational context: The case of Azerbaijan, *Gunel Babayeva* Changing social status and identities of teachers in Taiwan, *Bo-Ruey Huang* Head teachers' view regarding top-down changes in primary schools in Cyprus: a case study, *Arsinoe Charalambous*

WG 5a: Higher education | Session 5: Higher education policy and governance, and student experience Chair: Eleni Prokou | Time: 14:00-16:00 | Room: 016
A comparative study of national policy on international students in Australia, Canada and England, *Min Hong* The restructuring field of Italian HE and its impact on students' experiences, *Marco Romito* Comparative study between Brazil and Spain: The transition from Secondary School to University in students of education, *Ariadne Runte Geidel & Miguel Pérez Ferra*
WG 6: Identities beyond formal education | Session 5: Populism, postmodernism and post-school identities Chairs: Yiannis Roussakis & Aristotelis Zmas | Time: 14:00-16:00 | Room: 112
Populism, educational media, and schools in times of crisis, *Christoph Kohl & Barbara Christophe* Right wing ideology and the appropriation of postmodern concepts, *Miranda Christou* A new vision of nationhood and cultural identity and their role in modern Greek education in light of the postmodern theoretical accounts about nationhood and identity, *Panayiotis Persianis* The role of schooling in ethno-national identity learning: Young adults' narratives from the Greek-Cypriot and the Turkish-Cypriot communities, *Christos Anagiotos*
New Scholars Working Group | Session 5: Policy manipulation and policy transformations Chair: Hans-Georg Kotthoff | 14:00-16:00 | Room: 113
Teachers Unions as a "filter" of international policies: A genealogy of the proposal for a new teacher recruitment system in the Greek-Cypriot education, *Christiana Kyprianidou* Comparative data and education policy in Cyprus: The reform proposal of new school timetables, *Chara Triteou* The role of the teacher in the transfer of new history: An ethnographic approach to new governance in education, *Angela Ioannou* School Year Objectives in Cyprus education: Studying policy transformations in time, *Kika Kattami*

Thursday 31st May

Session 6 | 09:00 – 11:00

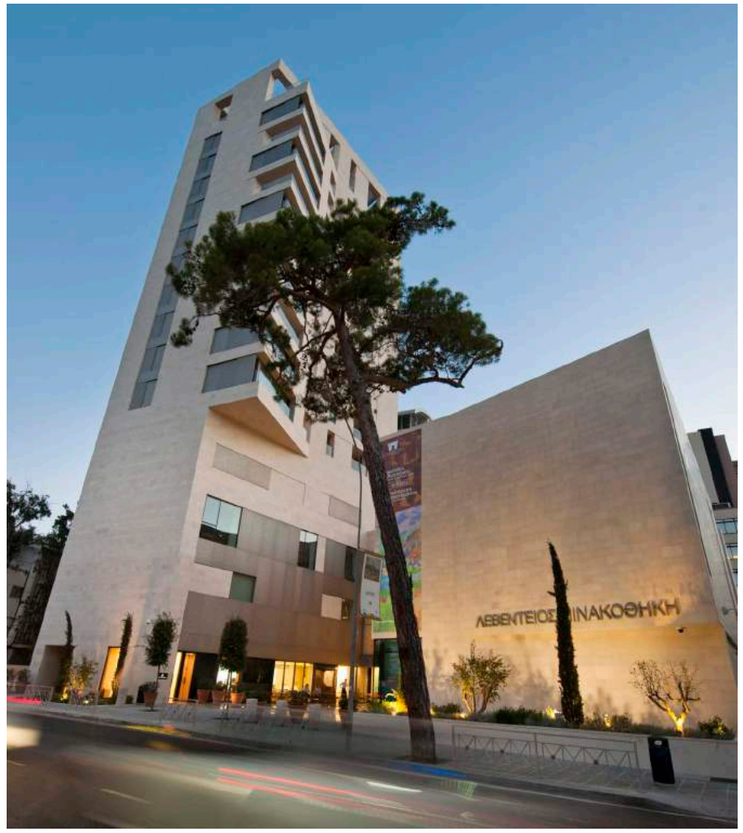
WG 2: Governance, nation state and the new transnational order | Session 6: Agenda setting and the role of supranational bodies Chair: Nelli Piattoeva & Elaine Unterhalter | Time: 09:00-11:00 | Room: 009
Who is setting the agenda? OECD, PISA, and the Southern cone: Circulation, policies and standardised tests in Argentina, Chile and Uruguay, *Felicitas Acosta* A critical analysis of the OECD's emergence in the arena of education for development, *Xiaomin Li* On OECD's analysis of social justice policy in educational system and Its implications for the education reform in Taiwan, *Chou-Sung Yang*
WG 3: Curricula, textbooks and citizenship | Session 6: Reforms and citizenship Chairs: Paul Morris & Miri Yemini | Time: 09:00-11:00 | Room: 010
Rooted cosmopolitanism: A theoretical tool for conceptualizing the ontologies between globalization, education, and citizenship, *Joyce Kim* Abiding by the curriculum: Implications for inclusion, *Eleni Damianidou* Reforms in basic education in Colombia between 1994-2018, *Maria Eugenia Navas Rios, Emperatriz Londoño Aldana & Daniel Ruiz Navas* Saying goodbye to the strong state? Educational decentralisation initiatives in developmental states', *Floor (Flora) Maaskant*

WG 4: Practitioners, pedagogies and professional identities | Session 6: Continuing professional development Chairs: Michele Schweisfurth & Stavroula Philippou | Time: 09:00-11:00 | Room: 011
Making sense of CPD policy: The quest for transformation of teacher professionalism and professional identity in Malaysia, *Faizulizami Osmin* Greek teachers' perceptions of teacher evaluation, professional identities and educational institutions: An exploratory analysis of symbolic dynamics in the educational context in connection with effective policy making, *Anastassios Matsopoulos, Polivios Psinas, Artemis-Margarita Griva & Irene Monastirioti* Teachers' professional learning in Cyprus reality: A decentralising teachers' empowerment as researchers and reflective practitioners in a centralised educational system, *Pavlina Hadjitheodoulou-Loizidou, Efi Paparistodemou, Christina Stavrou, Maria Pitzioli & Maria Eracleous* Teachers' continuous professional development and students' civic and citizenship knowledge, *Aihua Hu & Lihong Huang*
WG 5a: Higher education | Session 6: Equity and diversity Chair: Eleni Prokou | 09:00-11:00 | Room: 016
Identities of young academics in Russian "elite" and "mass" universities, *Natalia Karmaeva* Impact of undergraduate research engagement in China: Empirical research based on national data, *Hong Zhu & Yang Xiaoting* Equity, social justice or recognition of difference? A historical exploration of Australian higher education policy, *Feng-Jihu Lee* An empirical study of peer effects on academic achievement in an elite college, *Yifan Huang & Liping Ma*

Session 7 | 11:30 – 13:00

WG 2: Governance, nation state and the new transnational order | Session 7: Education policy and exclusion Chairs: Nelli Piattoeva & Elaine Unterhalter | Time: 11:30-13:00 | Room: 009
Identity and education: Culture, power and subjectivity in Ethiopia and Australia, *Lorraine Towers* The "Pedagogy-of-Debt" and "Debt-as-Pedagogy": Biopolitics of education and economic crisis in European countries, *George Pasias & Yiannis Roussakis* School and community resilience in the contexts of austerity, *Eszter Neumann*
WG 4: Practitioners, pedagogies and professional identities | Session 7: Teacher professional identity in a diverse and mobile world Chairs: Michele Schweisfurth & Stavroula Philippou | Time: 11:30-13:00 | Room: 011
Professional integration of internationally educated teachers in Germany, *Anatoli Rakhkochkine* The role of university to educate teachers for fostering social progress in the world of diversity, *Sari Hosoya* Education for sustainable development for people and planet in the initial teacher training, *Olga Bombardelli*

WG 5a: Higher education | Session 7: Internationalisation and interdisciplinarity Chair: Eleni Prokou | Time: 11:30-13:00 | Room: 016
Comparative studies of international and interdisciplinary undergraduate programs in Japan, South Korea and the Netherlands, *Sae Shimauchi* The impact of liberal arts education on Egyptian student identity and worldview: A study of the core curriculum of AUC, *Rami W. M. Guindi* Ticking the 'other' box: Positional identities of East Asian academics in UK universities – A comparative analysis, *Terri Kim & Wilson Ng*



A.G.Leventis Gallery

Thematically-Focused Panels

Tuesday 29th May

Time 14:15-16:15

TFPs 1: Identities, crisis and education in Europe | Session 1: Moulding identities at times of (post)crisis: Higher education governance and knowledge transformations in Europe
Chairs: Antigone Sarakinioti & Stavroula Philippou | Time: 14:15-16:15| Room: B105

Greek higher education and the implementation of a decade-long quality assurance policies: The impact (?) on Greek higher education institutions, *Aggelos Kavasakalis*

National frameworks for quality assurance and accreditation in Cyprus and Greece: New "voices" and boundaries in the processes of higher education identity formation, *Antigone Sarakinioti & Stavroula Philippou*

Internationalisation, language-related knowledge recontextualisations and academic identities in the context of Greek higher education quality assurance processes, *Areti Vogopoulou*

The 'employability' shift in higher education policy: From new governance to changing identities in academia, *Sophia Stavrou*

Wednesday 30th May

Time 09:00-11:00

TFPs1: Identities, crisis and education in Europe | Session 2: Shaping new European educational and research identities: Insights from research on the global education industry
Chair: Marcelo Parreira do Amaral | Time: 09:00-11:00 | Room: B105

Embedding education in the European economic imaginary?, *Marcelo Parreira do Amaral*

The education policy-industry complex: Exploring the strategies of the philanthropic and corporate sectors in the promotion of education reform, *Clara Fontdevila & Antoni Verger*

UNESCO, education, and the private sector: A relationship on whose terms?, *Natasha Ridge & Susan Kippels*

Reimagining European higher education: A tightrope between public service and academic capitalism, *Marvin Erfurth*

TFPs 2: Migration, refugees and intercultural education | Session 1: Migrant's identity in intercultural society
Chairs: Marta Moskal & Eleni Theodorou | Time: 09:00-11:00 | Room: 111

Identity in intercultural school development: Conflicting dimensions in the German migration society, *Ewald Kiel & Sabine Weiß*

Migration rhetoric and reality: Interweaving history and identity in Switzerland, *Cathryn Magno, Nicole Schaefer & Michèle Ryatt*

Researching identity with Eastern European migrant youth in the UK in uncertain times, *Marta Moskal & Daniela Sime*

Time 11:30-13:00

TFPs 2: Migration, refugees and intercultural education | Session 2: Migration and social inclusion/exclusion
Chairs: Marta Moskal & Eleni Theodorou | Time: 11:30-13:00 | Room: 111

The socio-analysis of oppression: First results from an action research project, *Melinda Kovai & Eszter Neumann*

Modes of exclusion and strategies of survival in education: Experiences of different generations of immigrants in Germany, *Meral Apak Kaya*

Multi-field analyses on education for migrant Brazilians in Japan, *Daisuke Fujii, Takayuki Ogawa, Mie Shigemitsu & Fumitake Tsukatani*

Time 14:00-16:00

TFPs 1: Identities, crisis and education in Europe | Session 3: Shaping young adult identities through LLL policies: Between standardisation and individualisation
Chairs: Sarah Schaufler & Judith Jacovkis | Time: 14:00-16:00 | Room: B104

Shaping young adults identities through LLL policies: Between standardisation and individualisation, *Sarah Schaufler & Judith Jacovkis*

The regional governance of skills and its implications for young adults' transitions, *Oscar Valiente, Queralt Capsada-Munsech & Jan Peter Ganter de Otero*

A picture of the LLL policies and their consequences in Vale do Ave region: A pathway to de-standardisation? *Mariana Rodrigues, Ana Bela Ribeiro & Tiago Neves*

Young adults' needs and experiences from LLL programs, *Siyka Kovacheva & Borislava Petkova*

TFPs 1: Identities, crisis and education in Europe | Session 4: Minority education and identities in post-communist Europe (Part A)
Chairs: Hristo Kyuchukov & William New | Time: 14:00-16:00 | Room: B105

Mother-tongue and second language acquisition by Roma and Arab children in Germany and Cyprus, *Hristo Kyuchukov, Eleni Kyratji & William New*

Language as an element of identity – languages of minorities in education in Belarus, Czech Republic, Poland and Ukraine, *Barbara Grabowska & Łukasz Kwadrans*

Image of diversity in educating children from minorities and foreigners in the Czech Republic, *Jaroslav Balvín, Lenka Venterová & Iva Staňková*

Shaping the religious identity of young people from multi-faith regions of Central and Eastern Europe, *Aniela Różańska*

TFPs 2: Migration, refugees and intercultural education | Session 3: Refugee crisis and responses from education
Chairs: Marta Moskal & Eleni Theodorou | Time: 14:00-16:00 | Room: 111

Education governance in times of crisis: Dealing with refugee flows in European contexts, *Evie Zambeta & Yulie Papadakou*

Trauma-informed schools: Reconciliation and healing after conflict, *Jan Stewart & Dania El Chaar*

Preserving refugee identity/ies for comparative education: Challenging societal notions of refugee identity through archives and teaching in higher education, *Paul Dudman*

Disability, forced migration, and education in comparative perspective using the examples of Thailand and Austria, *Michelle Proyer*

TFPS 3: Conflict, peace and the promise of education | Session 1: People's perspectives & first-hand experiences
Chair: Constandina Charalambous | Time: 14:00-16:00 | Room: 119

Peace-building and citizenship learning, feet-first and in school: Youth in Mexico and Canada, *Kathy Bickmore & Rim Fathallah*

Framing citizenship in the context of violent conflict and war in Pakistan: Implications for the global citizenship curriculum, *Laila Kadiwal & Naureen Durrani*

Examining loss, silence, and pain as curricular concerns: Zooming into identities made and unmade, *Nicoletta Christodoulou*

Community-based school governance and social cohesion in Bosnia and Herzegovina: School board members' perception of its functions and legitimacy, *Taro Komatsu*

Thursday 31st May

Time: 09:00-11:00

TFPs 1: Identities, crisis and education in Europe | Session 4: Minority education and identities in post-communist Europe (Part B) Chairs: Hristo Kyuchukov & William New | Time: 09:00-11:00 | Room: B105
Cross-cultural competence of young Poles from the north eastern region of Poland, *Wioleta Danilewicz, Tomasz Sosnowski & Karol Konaszewski* The perception of the "Migration Crisis" by future teachers from the Eastern borderland of Poland, *Tomasz Sosnowski, Karol Konaszewski & Wioleta Danilewicz* The big five personality traits and environmental factors as predictors of identity among socially maladjusted youth, *Karol Konaszewski, Wioleta Danilewicz & Tomasz Sosnowski* Family-place-community: The sense of family coherence and the sense of community residents of the north-eastern Polish borderland, *Jolanta Muszynska & Tomasz Bajkowski*
TFPs 1: Identities, crisis and education in Europe | Session 5: Teacher professionalism and identities and the quest for inclusion Chairs: Monica Mincu & Régis Malet | Time: 09:00-11:00 | Room: B104
Diversity in teacher education in England: Implications for professionalism, inclusion and practice, *Nicholas Sorensen* Inclusive teacher's identities: An interpreter of diversity, *Magdalena Kohout-Diaz* Intercultural telecollaboration for teacher education through three continents, *Martine Derivry* Beyond 'best practice': Challenging the perspective of teaching in multicultural classrooms, *Isabella Pescarmona*
TFPs 3: Conflict, peace and the promise of education | Session 2: Management, resistance and radicalization Chair: Constandina Charalambous | Time: 09:00-11:00 | Room: 119
Managing a 'conflicted heritage' in language education; Turkish language learning in Greek-Cypriot classrooms, *Constadina Charalambous* Transfer and rejection to peace education rhetoric in Colombia and Germany, 1970-2017, *Pedro Pineda* Promise of education for counter radicalization and counter-extremism education, *Muhammad Naseem & Adeela Arshad-Ayaz* Education and politics: The role of the teacher in conflict resolution, *Mbikyo Mulinga Damienw*
TFPs 4: Gender and social class identities | Session 1: Gender in higher education Chair: Miranda Christou | Time: 09:00-11:00 | Room: 112
The reverse gender gap in adolescents' expectation of higher education: Analysis of 49 education systems, *Jon Lauglo & Fengshu Liu* The existential self: Challenging and renegotiating gender identity through higher education in England, *Carol Fuller* Teaching gender, inclusion and exclusion in a Turkish university, *Adam Walton*

Time: 11:30-13:00

TFPs 1: Identities, crisis and education in Europe | Session 4: Minority education and identities in post-communist Europe (Part C) Chairs: Hristo Kyuchukov and William New | Time: 11:30-13:00 | Room: B105
Polish national minority in Zaolzie: Continuity and change – feeling of identity and national identifications, *Ewa Ogrodzka-Mazur & Anna Szafrańska* Belonging and the feeling of attachment as determinants of shaping youth identities in culturally diverse environments, *Urszula Klajmon-Lech & Gabriela Piechaczek-Ogierman* Self-perception: Studies on children and youth from the Polish-Czech borderland – research report, *Aleksandra Minczanowska & Alicja Hruzd –Matuszczyk* Neighborhood split: The picture of Czechs from the perspective of Polish teachers, *Tomasz Gebel & Kinga Konieczny*
TFPs 3: Conflict, peace and the promise of education | Session 3: Religion and resistance Chair: Constandina Charalambous | Time: 11:30-13:00 | Room: 119
Peace, religion and politics: Illustrations of the issue in educational policy, *Vassilis Pantazis, Christina Koutouvela & George Koutouvelas* Securitising education? Problematising the relationship between religious actors and history textbooks in Cyprus, *Eleni Christodoulou* "Wait, am I the problem?": Facing the psychic dynamics of resistance to reconciliation in the teacher education classroom, *Avril Aitken & Linda Radford*
TFPs 4: Gender and social class identities | Session 2: Class identity and mobility Chair: Miranda Christou | Time: 11:30-13:00 | Room: 112
Comparing parent educational strategies: The global middle class versus the middle class in Israel, *Ma'ayan Mizrachi, Miri Yemini & Claire Maxwell* An emerging middle class among the Romani people in Central and Eastern Europe? Experiences and research after the decade of the Roma inclusion of the EU, *Katalin R Forray & Tamas Kozma* Aspirations for the future and class identities in Italian art school students, *Anna Uboldi*

Time: 14:00-16:00

TFP 4: Gender and social class identities | Session 3: Gender, culture and education Chair: Miranda Christou | Time: 14:00-16:00 | Room: 112
Beyond culture: Understanding gender-based violence in schools in Ethiopia, *Marielle Le Mat, Hülya Kosar Altinyelken, Henny Bos & Monique Volman* School-parent relationship as a way to counteract gender discrimination, *Elvira Lozupone & Mario Mastrangelo* Children's engagement with sexualized consumer culture: Investigating parents' views, *Galatia Kallitsi*

Cross-Thematic Sessions

Tuesday 29th May

Time: 16:45-18:15

CTS 1: Global Ethnography, Jean Baudrillard and comparative education Chair: Jason Beech | Time: 16:45-18:15 | Room: B104
Escaping the Real: Baudrillard's object in education research, *Ulla Ambrosius Madsen* A world in/ of fragments: method after madness, *Stephen Carney* Writing as a fatal strategy, *Anselmo R. Paolone*
CTS 2: Publishing in Comparative Education **Chair: David Phillips | Time: 16:45-18:15 | Room: B105**
Participants: *David Phillips* (Editor of Comparative Education), *Robert Cowen* (Chair of the Editorial Board), *Terri Kim, Paul Morris, Jürgen Schriewer, Michele Schweisfurth & Elaine Unterhalter* (Editorial Board Members)

Wednesday 30th May

Time: 09:00-11:00

CTS 3: International and comparative education meets sustainability development: Four case examples from the Nordic rim? Chair: Meeri Hellstén | Time: 09:00-11:00 | Room: B104
Education for sustainable development – a comparative study of school curricula and education policy in Japan and Sweden, *Ulf Fredriksson, Petros Gougoulakis, Kanako Kusanagi & Yaka Matsuda* Education for sustainable development – a comparative study of schools in Japan and Sweden, *Petros Gougoulakis, Ulf Fredriksson, Kanako Kusanagi & Yaka Matsuda* In search of social sustainability: Promotion of equity and diversity in Nordic teacher education, *Susanne Kreitz-Sandberg* Identifying sustainability indicators in internationalization of higher education: Comparing national policy strategies, *Meeri Hellsten & Yuto Kitamura*

Time: 11:30-13:00

CTS 4: Time to follow the white rabbit? The OECD's happy schools, closed systems, and the return to wonderland Chair: Jeremy Rappleye | Time: 11:30-13:00 | Room: B104
Assessment, self & pedagogy: constructive critique of the OECD's Happy Schools, *Jeremy Rappleye* Metrics and the metaxy: Moving from closed systems to open horizons in comparative education, *Euan Auld* Toward a wonderland of comparative education, *Iveta Silova*

Thursday 31st May

Time: 09:00-11:00

CTS 5: The comparative education soul: Celebrating Andreas Kazamias on his 90th birthday Chairs: Iveta Silova & Noah W. Sobe | Time: 09:00-11:00 | Room: B204
Searching for comparative education's soul: An Owl's journey across time and space, *Iveta Silova* What's this about being an historian?, *Robert Cowen* The possibilities and potential of transnational history: A response to Kazamias' call for historical research, *Marianne A. Larsen* Reflections on "Paideia of the Soul", *Nelly P. Stromquist* Andreas Kazamias: Socratic gadfly of comparative education, *Maria Manzon* Reflections: *Andreas Kazamias*; Closing remarks: *Stephen Carney*
CTS 6: Exploring gendered patterns of higher education participation and success in STEM and beyond: Initial findings from the network 'Examining Gender in Higher Education (EGHE)' **Chairs: Barbara Read & Karen Harron | Time: 09:00-11:00 | Room: 113**
Participants: *Josephine Munthali, Michele Schweisfurth, Liz Tanner, Jane Umutoni, Marguerite Khakhasa Miheso-O'Connor, Euzobia Baine Mugisha Margaret, Isatou Ndow, Hendrina Doroba,* and *Barbara Read*

Time: 11:30-13:00

CTS 7: From matter of fact to matter of concern - context in comparative education research Chair: Iveta Silova | Time: 11:30-13:00 | Room: B204
Context, entanglement and relationality, *Noah W. Sobe* From contextualization to contexting: Navigating context with actor-network theory, *Nelli Piattoeva* Practices, connections and boundaries: Destabilizing the notion of context through alternative spatial metaphors, *Jason Beech* Discussant: *Marcella Milana*
CTS 8: Intercultural education policy and practice: Interplay, comparison and contrast in the case of Cyprus **Chair: Pavlina Hadjitheodoulou-Loizidou | Time: 11:30-13:00 | Room: 113**
Examining the macro-level: Intercultural education policy in Cyprus, *Evgenia Partasi* From macro- to meso- and micro-level: Empowering teachers in moving from policy to practice in the Cyprus intercultural learning context, *Despo Kyprianou, Elena Papamichael & Pavlina Hadjitheodoulou-Loizidou* A look through the keyhole: Teaching Greek as a Second Language through the experiences of GSL learners at a Greek Cypriot school, *Stavroula Kontovourki & Eleni Theodorou*

CTS 9: Learner Centred Education (LCE) as a means for social change in adult education programmes for migrants in four European Countries
Chair: Maria Gravani | Time: 11:30-13:00 | Room: 010

Northern-Southern European policies and provisions for adult migrants: Cyprus, Malta, Scotland, Estonia, *Maria Gravani, Pavlos Chatzopoulos, Bonnie Slade, Nicola Dickson, Larissa Jogi, Katrin Karu, Peter Mayo & Maria Brown*

Comparing programmes for adult migrants in four European countries: to what extent are being informed by the learner-centred education (LCE) paradigm?, *Maria Gravani, Eleni Papaioannou, Bonnie Slade, Nicola Dickson, Larissa Jogi, Katrin Karu, Peter Mayo & Maria Brown*

Discussant: *Michele Schweisfurth*

CTSs 10 Part A
Chair: Christos Anagiotos | Time: 11:30-13:00 | Room: 007

A critical analysis of discursive structures of an online forum according to a communicative model: online strategy, *Louise Postma*

New theories on management and marketing in the functioning of educational institutions: efforts at improving the operation and performance, *Stamatis Gargalianos*

CHAT and anatheism going walk-about in search of new (educational) memories for religious hospitality, *Ferdinand J Potgieter*

CTSs 10 Part B
Chair: Aristotle Zmas | Time: 11:30-13:00 | Room: B104

Learning strategies of school students as a factor of educational inequality: The case of Russia, *Natalia Chernyshova*

Promoting identity for persons with disabilities. A literature review of the construct of "self-determination" in educational studies, *Mabel Giraldo*

Deliberating international trends and domestic paradigms of policy evaluation: The case of Sarva Shiksha Abhiyan in Odisha, India, *Angeline Dharmaraj-Savicks*

Time: 14:00-16:00

CTSs 10 Part C
Chair: Pavlina Hadjitheodoulou- Loizidou | Time: 14:00-16:00 | Room: B104

Students' English learning motivation and achievement in rural Nepal, *Pramila Neupane & Jeet Bahadur Sapkota*

Identity, expressing emotions, and cognitive process of bilingual children: the comparison of two focus group interviews of Polish and Ukrainian mothers, *Miroslawa Cylkowska-Nowak*

Vignettes in comparative education research: Interviewer as a Storyteller, *Natia Sopromadze*

Promoting friendship in the kindergarten, *Marina Vasileiadou & Simoni Symeonidou*

CTS 11: Educational policy as a transnational phenomenon: The case of curriculum making across European contexts
Chairs: Stavroula Kontovourki, Stavroula Philippou & Eleni Theodorou | Time: 14:00-16:00 | Room: B204

Understanding transnational curriculum policies on local municipal and school arenas in Sweden, *Daniel Alvunger & Ninni Wahlström*

How do teachers perceive curriculum coherence in large-scale Finnish curriculum reform?, *Jenni Sullanmaa, Tiina Soini, Janne Pietarinen & Kirsi Pyhältö*

Curriculum narrowing in Scotland: Un-making the curriculum, *Marina Shapira & Mark Priestley*

(Dis)locating curriculum-making: Elementary teachers' negotiations of the local and the transnational in official curriculum review committees, *Eleni Theodorou, Stavroula Kontovourki & Stavroula Philippou*

Friday 1st June

Time: 08:30-10:00

CTS 12: Uneven time-spaces in education: Concepts, methods, and practices for comparative education research
Chair: Noah W. Sobe | Time: 08:30-10:00 | Room: B205

The warp and weft of comparative education: Time and space, *Robert Cowen*

Governing (im)mobile academics in global times: An analysis through spatial/ mobilities historical sociology, *Marianne Larsen*

Towards a mobile sociology of education, *Paolo Landri*

History education, identity formation and international relations, *Eleftherios Klerides*

Discussant: Jason Beech

Comparison, translation and the paradoxes of identity

Donatella Palomba
Università di Roma "Tor Vergata"

The paper will address the issue of the relations between comparison and translation, and the connection with what we may define as the paradox of identity.
The paradox – or better, the aporia – at the heart of the very notion of identity comes to the fore as soon as an attempt is made to define the term: the meaning of "absolute sameness" between one or more entities and that of "individuality", unequivocal oneness, are set one beside the other in every dictionary. In the Italian language, this double feature of union and division, unity and separation, is well represented by the two possible ways of indicating the garment worn by anyone belonging to a specific group (whether military or otherwise): not only "uniforme" (similarly to most other languages), but also "divisa".
As is highlighted in the WG1 rubric, the traditional attempt to create "univocal profiles", and consequently conceptualise every identity "as alternative to the others", tends to lead to a clash, particularly in a moment of crisis: in this framework we can read Amin Maalouf's "identités meurtrières", or Francesco Remotti's peroration "against identity" and the "obsession of identity".
The paper will illustrate how comparative education - with its long history of dealing with identity as well as with difference and diversities, and which has faced the relative paradoxes, multiple belongings and loyalty priorities – has a specific contribution to make in this complex picture.
This will be discussed by examining the relation between comparison and translation, highlighting how in both cases the adoption, in Umberto Eco's words, of "a procedure in the spirit of negotiation", can make possible a relatedness that may open the way for a search for commonalities, however laborious, and a reciprocal recognition of identities, without however implying any denial of their ineludible incommensurability.

What happened to educational theory in general and to comparative education in particular?

Thyge Winther-Jensen
Aarhus University

On the assumption that educational theory and comparative education during recent years on the one hand have been under severe economic and political pressure and under the pressure of scientific specialization on the other hand, the paper discusses the future of educational theory and comparative education as autonomous fields of study in an age of crisis.

Educated Identity: concepts, theories, and futures

Robert Cowen
UCL Institute of Education

This paper is mainly about the future; but to get there it has to look at the past.
Within the theme of the CESE-Cyprus Conference, it addresses 'educated identity' in different times and spaces, and finally, the theme of educated identity in motion. It does not however specify an 'age of crisis', given that for most of the time since 1815 comparative educationists have tended to think they were in one. The concept of 'an age of crisis' is taken for granted until the last motif of the paper.
Firstly, the paper will locate the theme of 'educated identity' within the 'unit ideas' of academic comparative education. Secondly, the analysis will show how the traditional ways to think about 'educated identity' within academic comparative education are axiomatically deficient. Thirdly, the paper will stress why we, as academics, still need the concept of 'educated identity'. However, the politics of educated identity – particularly when these are interpreted within the aphorism 'as it moves, it morphs' – are brutal. Why this was so, is so, and will continue to be so, is the final theme of the paper: the double crisis of 'the age' and of academic comparative education.

What is Comparative Education?

David Turner
Beijing Normal University

In the past attempts have been made to describe or define comparative education in terms of static characteristics. Initial efforts were based on content; comparative education is the study that involves this content (typically, but not always, in more than one national context). These accounts were generally unsuccessful because almost any cultural activity can be included under the heading "education", and any activity that includes the use of distinct categories can be described as "comparative". Subsequent approaches to describing / defining comparative education were based on method; comparative education uses methods derived from humanism, science, one of the contributing disciplines or a combination of more than one method. These accounts were unsuccessful either because their authors could not agree over the selection of method, or because, even where they agreed, they interpreted the method differently.
After intense discussion of methodological issues in the 1960s and 1970s interest in theoretical debates has waned, and most contemporary comparative education is based on a pragmatic approach. The dominant paradigms in contemporary comparative education are based either on Bereday's approach of juxtaposing different national settings, or a world system approach which combines an interest in systemic and global influences with an ethical concern over whose accounts of that system should be given most weight.
The present paper takes inspiration from Steve Klees' comments in the video to mark the 50th Anniversary of the CIES, that comparative education is defined by its debates. In his advice to novice comparative educationists, Klees suggests a course of action: "Understand our debates. Understand there is no 'right' position in our debates. Understand your own position in our debates. Engage in our debates." Developing an account of comparative education in terms of its recurrent debates is addressed rather more systematically in this paper.
Based on a review of the development of comparative education, this paper presents the argument that theoretical debates have been ignored or undervalued in recent decades, to the detriment of the field. It will attempt to identify a number of debates the form a core around which scholarly concerns in comparative education move, in a dynamic construction of the field. And it will further point out ways in which the neglect of certain important debates that are constitutive of the field has led to certain weaknesses in contemporary scholarship.
The paper is based on work that is on-going.

Emergent theory and methodologies: Barriers and gateways

Allan Pitman
University of Western Ontario

This is a time for a re-evaluation of the theories and methods which have, historically held sway in comparative and international education. This paper explores some of the institutional and mindset barriers and possible gateways for approaches alternative to those generally holding sway.
Of central concern to the discussion is the notion as to what constitutes "quality" as it relates to institutions and to the research and practice of individuals. The Oxford Dictionary gives two contradictory meanings:

II. Of things

- An attribute, property, special feature or characteristic. Primary, secondary, etc. qualities: see adj.

- The nature, kind, or character (of something). Now restricted to cases in which there is comparison (expressed or implied) with other things of the same kind; hence, the degree or grade of excellence, etc. (Oxford English Dictionary, 1971, (p. 2383

The first definition is comparative in the sense that one individual or institution is able to display more or less of a specified variable/characteristic.
The second describes an individual in terms of its characteristic(s) which make(s) it unique.

Critical challenges in approaches and experience in comparative education research

Brian Denman
University of New England

Using a combination of Mårtensson et al's hierarchy of research quality (2016, p. 599) and Paulston's conceptual map of perspectives (1997, p. 118), this study aims to use a metanarrative analysis to map paradigmatic methodological approaches and modes of discourse by a select set of comparative education scholars with the aim of differentiating philosophical and methodological frames of reference and translating them into 'specialised research' trajectories. While such trajectories may not necessarily translate into deliverables such as transplanted reforms Steiner-Khamsi (2006) or succinct theoretical underpinnings, they do identify direction if not action. Attention is then given to shelf life, sustainability, scope, mutuality, and research rigour in an attempt to argue that there is no one-size-fits-all, and that the practices of adhering to a set of generalizable guidelines specific to research evidence and impact may be necessary to avoid the pitfalls of potential research construed as haphazard, dilatory, or lacking rigour. It should be clear at the onset that historically, empirical research may have given rise to methodological madness to those in comparative education (see Gail, Altbach & Arnove 1982), 'fringe' forms of knowledge (Masemann 1990, p. 465), and the impetus and imperative to compare cross-institutionally, cross-nationally and cross-culturally. The increasing utility of comparative education has never been greater for the sake of expressing or exploring identity, belonging, and difference.
This metanarrative analysis begins with the identification of major trends in comparative education research from the 1950s onward with the purpose of describing the evolutionary development of methodological and epistemological underpinnings during this time period. While there continues to be no internally-consistent body of knowledge, no set of principles, theories, or canons of research that are generally agreed upon since Nash (1977), there does appear to be a clear divisiveness between qualitative and quantitative researchers in comparative education.
This metanarrative analysis involves a systematic review method of journal articles devoted exclusively to comparative education research with the aim of analysing qualitative and quantitative methodologies. The significant journals used for this study include: Comparative Education Review, International Review of Education, Comparative Education, and Compare, as they are considered 'gold standards' specific to the field. Distinction between research purposes were not taken into account in order to help highlight the area study's reality as an interdisciplinary 'add on' to other areas of study, one that can be viewed as 1) a standalone professional area of study and teaching (Matherly & Wiseman 2009), 2) an academic (scholarly) field of study (Laska 1973; Masemann 1990; Broadfoot 2003), or as an explicit method of research which is comparative (Mason 2007, p. 1). The principal objective is to translate positional objectivities of key researchers according to their modis operandi and align them with their methodological approaches in an attempt to collect and analyse patterns of development, evolutionary trends, and facilitate a quantification of findings for further analysis.

Education and the perils of identity: some comparative and historical observations

Leslie Bash
UCL Institute of Education

This paper considers collective identity as a problematic category which, in the context of culture, ethnicity and nationhood, frequently psychologises and mythologises collective historical events. In education this has significant implications for the assumptions which underpin national systems and curricula. It is argued that collective identities are frequently reifications derived from historical settlements following conflict and, as such, seek to maintain an exclusiveness based on the

exercise of a degree of power. As a corollary, collective identities are argued to be provisional in character and thus cannot be justified on the basis of primordialism and irredentism. It follows that identity, which conventionally suggests stability and (mechanical) solidarity, is tacitly or explicitly employed as a tool of suppression against those who lie outside the boundaries of given identities. It further follows that identity is as much about its exclusionary character as it is about its internal defining features. The construction and dismantling of European nation-states since the mid-19th century illustrates the shifting sands of collective identity with the consequence that it is experienced as a process rather than a product. The Westphalian assumption of elision of the nation-state with the idea of a collective identity was always flawed and was subsequently challenged by boundary changes resulting from war. Moreover, the existence of minority and transnational communities (such as those who might have identified as Roma or Jewish) which morph through history defy the notion of stable identity with firm boundaries. An alternative – educational - approach to identity focuses upon fluid and multiple identifications which change over time and from place to place. In an era in which there is an increased focus upon migration and the situation of refugees national education systems and curricular processes which are intercultural in orientation may be better placed to engage with the dysfunctional consequences of a focus on identity.

Education policy making: architecture and error

Christine Han
UCL Institute of Education

Over recent decades in England, two phenomenon have been at work with respect to education policy making. The first is domestic, and involves a fundamental shift in the way policy making is carried out - away from the institutions that have traditionally been involved, and towards a greater reliance on the person and judgement of the policy maker, their handpicked policy advisors, and the input of commercial consultancies. The second is part of a wider phenomenon in which governments refer to international education league tables to justify policy, and to identify 'best practices' and policies.
In the past, education policy was made according to certain processes, but there was also an architecture which supported these processes. This included a conception of education, and a particular attitude to educational knowledge and expertise, as well as a set of institutions that underpinned and informed policy. In this, there were civil servants with expertise in education who advised policy makers; there were institutions that supported the education policy making process, including education commissions, Her Majesty's Inspectorate, Local Education Authorities; and there were university education departments (which were a resource for policy makers, and which also carried out initial teacher education and education research). Many of these institutions have been undermined, marginalised, or done away with.
In this paper, I will take a historical look at educational policy making in the period immediately before and during the 1970s, before the use of Special Policy Advisors and other practices increasingly supplemented and replaced educational expertise in the civil service and educational institutions. I will draw data from the memoirs and archived documents of prominent civil servants who are no longer alive, such as Toby Weaver (Deputy Secretary at the Ministry of Education, and Department for Education and Science, in the 1960s and 1970s) and Maurice Kogan (Assistant Secretary, Education Department, and Secretary to the Central Advisory Council for Education, in the 1960s). I will supplement the documentary data with interviews of retired civil servants of that period who are still alive.
The aim of the paper is to introduce and develop the notion of architecture and error in education policy making. In explicating the architecture of education policy making in the pre-1970s period, I will identity not only its distinctive identity and advantages, but also the issues and problems ('errors') that arise from it. I will also suggest how the notion of architecture and error also provide insight into other approaches to policy making, both national and international.

Comparative and International Education: Survey of an infinite field. Discussion of forthcoming book

Charl Wolhuter
North-West University

This paper discusses the forthcoming volume Comparative and International Education: survey of an infinite field (eds, Alex Wiseman & CC Wolhuter, Emerald, 2018). The book aims to take stock of the evolution and current state of the scholarly field of Comparative Education after over 200 years of development. The time is apt to take stock of the scope and state of the field, with the aim of resetting the compass in the context of the present challenges facing humanity. This book contains chapters written by comparativists in each of the major world regions (Latin America, North America, Western Europe, Eastern Europe, the Middle East-North Africa region, Oceania, South Asia, South-East and East Asia, and Sub-Saharan Africa) as well as chapters written on each of the development of the field of Comparative Education and its theory and methodology and Comparative and International Education societies. The paper will focus on the main lines of historical development of the field in the various world regions, its present state at universities, in teaching programmes and as a field of scholarship, and its outlook and challenges it faces.

Academic writing: A response to cultural variation

Salah Kutieleh
Flinders University

Many international students in Western higher education settings are challenged by Western academic processes. This can be attributable to knowledge acquisition and dissemination styles differing from that of the mainstream Western culture. Varying notions of knowledge ownership, which can be more collectivistic than individualistic, and its manifestations, can impact adversely upon student academic performance. This is particularly the case when students incorporate in their own work the ideas of others. This results in misunderstanding which can lead to the labelling of these students as lacking in critical thinking skills, reproductive in their academic output and a perception that they are habitual plagiarists'. It is argued in this paper that the implicit 'othering' of non-Western students is not conducive to addressing the perceived issues. As an alternative, the outline an approach that ameliorates many of the difficulties and improves the academic performance of international students from non-Western backgrounds. This is not an assimilationist approach, rather it engages students to understand and accommodate Western academic conventions without compromising their own. We allow more contextual modes of thinking to be applied by non-Western students in Western academic settings. This paper presents a prescriptive template of meaning production, culminating in written work, through a series of natural stages which the student applies according to their particular needs. This paper goes beyond explaining how cross-cultural issues arise and what they are, to providing possible solutions to bridge the gap between academic conventions.

On the intellectual organisation of international comparative research in Sweden

Sverker Lindblad
University of Gothenburg

Daniel Pettersson
Gavle University

The purpose of the current paper is to analyze the development and intellectual organization of international comparative education research (ICER) in Sweden. The paper is constructed in four sections. A first section is introducing the problematic of the social and intellectual organization of higher education and research according to science and technology studies (cf Whitley, 2000) and overviews of international and comparative education as presented by Epstein (2008) and Manzon (2011). Given this framework and lack of data for Sweden in such overviews, the second section is presenting a history of ICER in Sweden based on policy documents and research reviews after WW2 and onwards, where we locate different positions and main actors at the research and policy agora (Foss Lindblad & Lindblad, 2016; Nowotny et al (2003). In the third section, we analyze flow and structure in communication of ICER, based on bibliometric analyses of Scopus and the Swedish SWEPUB. Our findings in the second and third section are similar to those of Epstein (2008) in terms of epistemologies and methodologies. The field of ICER is fragmented and research communication is scattered (for a review of International Largescale Assessments, see Popkewitz et al, 2015). Moving over to the policy Agora, a biased selection of ICER research is gaining momentum: what matters are hierarchical comparisons, based on thin descriptions (Porter, 2012), while ICER focusing on mutual international understandings and thick descriptions are marginalized. Finally, we discuss what to do in the social and intellectual organization of ICER in order to counteract this bias and to improve the ICER field in Sweden.

Intersecting the issues of comparative education at the time of the first CESE General Meeting (1963) and the OECD's Mediterranean Regional Project (1960-1965)

Luís Correia
University of Porto

This paper intends to discuss the recurrent methodological debates on comparative education in the mid-1960s by revisiting the main themes discussed at the first CESE General Meeting (Amsterdam, 1963) and the results of the OECD's first large transnational project focused on development and education: the Mediterranean Regional Project (1960-1965).
The OECD is at its origin a regional organization created in December 1961, which gives continuity in a qualitatively different historical context to the mission of the Organisation for European Economic Cooperation (OEEC). According to its original statutes, each OECD member state, among other economic goals, should "ensure the scientific and technological development of their capabilities as well as encourage research and provide professional training", maintaining the tradition of economic cooperation undertaken by the OEEC.
In the OECD's words, the Mediterranean Regional Project (MRP) was an experiment developed in real planning and policy-making conditions in order to relate education to economic growth and social advancement in six countries (Portugal, Spain, France, Italy, Yugoslavia, Greece and Turkey). The MRP project originated, paradoxically, from concerns expressed in 1960 by the Portuguese dictatorial authorities (and a request made to the OEEC) about educational processes aimed at producing the highly-qualified workforce required to achieve long-term objectives for sustainable economic development.
The CESE's first General Meeting was organized under the theme of "Comparative education research and the determinants of educational policy" and its proceedings include papers on relevant background data (by B. Holmes, S. B. Robinsohn and L. Fernig), the difficulties of comparative research (by P. Rosseló), inequality in education (by B. Suchodolski), comprehensive schools (by T. Husén), education policies in multi-partite systems (by G. Haussmann) and discussions conducted by L. Stenhouse, V. Garcia Hoz, H. H. Stern and J. A. Lauwerys.
This paper proposes to intersect two concomitants views and it is therefore structured into two key dimensions. On the one hand, it intends to outline the very beginning of the process of the OECD's consolidation as a strong player in the international education arena, capable of influencing the policy agendas of its member countries, according to its first transnational project on education for development (MRP). On the other hand, it aims to analyze the theoretical trends that shaped the field of comparative education in the mid-1960s in order to confront the OECD's model of comparability (as a mode of governance) with other cognitive models (also transnationally-oriented) related to comparative studies in education, based on an analysis of the issues discussed at the first CESE General Meeting.

The peripherals in the core of international knowledge production - acknowledging the work of a managing editor in the 1980s comparative education

Christian Lundahl
Örebro university

Franziska Primus
Humboldt university

In his influential book A social history of knowledge Peter Burke writes: "Intellectuals are masters of some kinds of knowledge, but other fields of expertise or 'know-how' are cultivated by such groups as bureaucrats, artisans, peasants, midwives and popular healers." (Burke 2000: 14). The history of knowledge cannot just be understood from the perspective of successful scholars and great thinkers. This of course also applies to the knowledge of comparative education. To understand the complex process of knowledge production it is vital to include further and especially peripheral perspectives (Haraway 1988: 583f) who might not be visible at first sight.
In Torsten Husén's - one of the founding 'fathers' of the International Association for the Evaluation of Educational Achievement (IEA) - archive regarding The Encyclopedia of International Education (IEE) we encountered the publisher's managing editor Barbara Barrett. She is figuratively speaking a midwife - not at random typically a rather female role - in the history of comparative education. Barrett in many different ways helped giving birth to both IEE editions (1984, 1995) and thus contributed to the IEE's knowledge production. Nevertheless, by not being part of the list of references, which are essential support of knowledge claims in academia (Latour 1987), she seems to be a forgotten female knowledge worker in the field of comparative education. Theoretically based on the 'practice turn' within the sociology of knowledge (Camic, Gross & Lamont 2011) this paper aims to give identity to knowledge workers like Barrett, who might be mentioned in a preface, but are rarely acknowledged further.
The archive offers 3852 pages of correspondence between the editors-in-chief, publisher's staff like the managing editor, section editors and commissioned authors. Hereby it allows detailed insights in the social process of the IEE production. Not only by numbers - 447 pages of correspondence which are explicitly related to Barrett by the archive label - the fundamental role of the managing editor in the process becomes apparent but also through closer reading. By applying the Qualitative Content Analysis (Schreier 2012, 2014) it is possible to show a pattern of Barretts influence and give qualitative insights in the way she was administratively, socially and content-related involved in the knowledge production. We present a picture of her role throughout the editing and publication process to identify a rather hidden kind of knowledge work as a fundamental part of the joint effort to collect, produce and share knowledge.

Luigi Romanini and "the pedagogic movement abroad"

Vincenzo Schirripa
Università Lumsa

Luigi Romanini (1892-1964) was an Italian teacher and school director. He was involved in school national administration, in professional associations and in teachers training; in such a role, he wrote books and articles to present "the modern methods" (title of one of his books, 1950): he dedicated many pages to the main school innovators of the XIXth and XXth century, divided by geographical areas. His interest in active education was declined between fascism (he defined himself as an authentic interpreter of Gentile's reform in experimenting interest groups at school) and republican Italy. He read educational sources, in some cases not well known in Italy, as a mediator between the professional community of teachers, the public administration and the pedagogical research.

The hidden foundations of the innovative Reggio Emilia Approach in early childhood education: discovering its theoretical and historical roots in the life and the works of Loris Malaguzzi

Nicola S. Barbieri
University of Modena and Reggio Emilia

The so called "Reggio Emilia Approach" in early childhood education, promoted by Loris Malaguzzi and his team since the early Sixties, is today very popular, but its historical roots are quite hidden.
This paper is an attempt to provide a historical glance to the growth and the development of this educational approach, starting from the many and various experiences that Loris Malaguzzi had during the building of his career as a teacher and a pedagogical coordinator.
We will see how many insights, coming from many fields of life, are now the pillars of the approach: everything comes from the educational relationships in a primary school lost in the mountains, the self-managed building of a kindergarten in the post-war climate, the implementation of a centre for disabled children, the revolution of the summer camps for low-income-family children, the engagement of the local policy-makers in promoting a secular and public approach to early childhood education. It is a unique and fascinating process of stratification of experiences and reflections on those ones, an inextricable mix of theory and practice, less studied and deepened still today.
The highlighting of this long, slow and complex process is necessary in order to understand the peculiar features of an educational adventure that many educators today would like to transfer in many and different social contexts and environments, often just to be updated and not fully conscious of the unavoidable transformations needed for the success of the enterprise.
It is needed a broader perspective in order to evaluate an educational approach, pinpointing what is irredeemably linked to the uniqueness of the real historical process and, on the contrary, what could be usefully distilled and adapted to other environments in order to gain quality in early childhood education all over the world.

Comparative education discourse in Italy after WWII. The case of Giovanni Gozzer

Angelo Gaudio
University of Udine

The aim of the paper is to present comparative works by Giovanni Gozzer (1915-2006) official and Italian scholar who is still awaiting a full and appropriate scientific investigation.
The state of the studies and the interpretation of Italian educational events in terms of missed reform have contributed to spread an image of a lagged and largely isolated Italy. The presentation of the figure of Gozzer could help show how really global educational discourse was actually well known in skilled administrative and scientific environments like those in which the author had presented a significant exponent. Gozzer was a collaborator of many Italian ministers of public education from 1948 to 1974. His writings were aimed primarily at making known the scholastic realities of other countries, knowledge not widespread in Italy by the time. From the end of the fifties his sensitivity appears not unlike that dominated in the educational discourse of the USA since 1958.
The writings of Gozzer in this period are inserted in what in the history of Italian politics in the middle-left age can be defined as the culture of economic planning ("programmazione").
They will be shown the contents of a series of publications, books and articles from 1948 to 1974. Overall, we intend to offer a contribution to the history of comparative discourse in Italian educational culture and therefore to the history of Italian education.

Comparative study of the curriculum of religious lesson in the Greek primary school

Ioannis Fykaris
University of Ioannina

Giannopoulou Konstantina
University of Makedonia

In Greek society, the teaching of the Religious lesson has very particular importance and requires a careful and documented research approach. For this reason, the aim of the present study is to compare the objectives of the curriculum of the Greek Primary School for the Religious lesson in the period 1936-2018, during which there are significant variations in the structure of the curricula of the Religious lesson due to various political and socio-cultural developments and events in Greece. The innovation of the present study lies in the analytical and comparative correlation of the curriculum of the Religious Course on a longitudinal level to the emergence of possible differentiated conceptual approaches. The main research question is the search for the basic structural characteristics of the curriculum of the Religious lesson that have influenced the targeting of the curriculum of the Religious lesson in the Greek Primary School over time. The research method used is 'content analysis'. The relevant investigation reveals diachronic conceptually significant variations in the targeting of the curricula that are strongly influenced by the social and cognitive characteristics, as well as the choices - positive or negative - of the timeless educational policy.

Exploring Quebec's ethics and religious culture program

Elvira Sanatullova-Allison
Shepherd University

Contemporary theories of liberal democratic education hold that public schools are at once cultural microcosms of their surrounding societies as well as places where young people should be educated to develop the knowledge, skills, and dispositions needed to actively and continuously reform and improve those societies. This democratic dilemma – calling on schools to both reflect and reconstruct the broader societies in which they are located – is especially salient for pluralistic societies such as the United States and Canada, which are enriched yet divided by deep cultural and religious differences.
In September 2008, all elementary and secondary school students from the public and private sectors in the Canadian province of Quebec started receiving the mandatory instruction through the new, approved by the Minister of Education, Recreation and Sports, Ethics and Religious Culture (ERC) Program. The program is the culmination of a long process by which Quebec schools shifted from religious to secular instruction and marks an important turning point in the history of the province. This new program, reflecting the preference of the majority of Quebeckers, replaced the Catholic Religious and Moral Instruction Program, the Protestant Moral and Religious Education Program, and the Moral Education Program and now enables all students in the province to follow an identical course of study.
The paper examines the history behind the ERC Program development and its philosophical foundations, highlights the program's unique nature and its salient characteristics, analyzes the program's content and the main competencies that it aims to develop, as well as probes the controversy that the program continues to generate from a wide spectrum of Quebec's population. The paper also draws comparisons and suggests implications for the United States, as public schools in both counties strive to promote a common civic identity among culturally and religiously diverse young citizens.

Towards a complex and post-relativistic Comparative Education

María José García Ruiz
Universidad Nacional de Educación a Distancia (UNED)

The discipline of Comparative Education is a scientific field of great tradition and vintage initiated from the Greco-Roman Antiquity (García Garrido, 1996). The comparative science has been, nonetheless, branded as a difficult and complex sphere, in so far '(…) this field is incessantly in search of itself' (Rappleye, 2010) and 'there is not one universal form of comparative education' (Manzón, 2010). Additionally, recently Comparative Education has been berated as a field 'with a low level of theoretical problematic' (Bernstein, quoted by Cowen, 2010), and there are academics that have denounced the 'paralisis' and 'irrelevance' of comparative studies undertaken under functionalistic

paradigms (Carney, 2010).
The (somehow chaotic) plurality of the field of Comparative Education derives from the location of comparative academics in a myriad of positions and approaches in relation of the Modernity-Postmodernity parameters. This heterogeneity is also based in the infinity of diverse epistemological approaches and orientations in relation to the object of study of this scientific field. In purity, in the current postnewtonian, postneopositivistic and postfunctionalistic stances, the object of study of this discipline is education in its dynamic state. Thus, for academics such as Cowen, terms and concepts such as transference, mobility, transitology, flow, and innovative thinking on time, space and mobility, gather an special attention.
In purity, Comparative Education is a method applied to education conceived in its dynamic state. One of the most obvious concerns of the current most innovative academic comparatists reside in the determination of the limits of relativism in the construction of Comparative Education in late-modern times (Cowen, 2009). Certainly, postmodern epistemology rests in ontological features which summarize in a broad epistemological skepticism, a great ethical subjectivism, and a great distrust of reason. Such features promote a knowledge construction with a new value attributed to the transitory, the elusive and the ephemeral. Cardinal Ratzinger pointed out the 'Relativistic Dictatorship' of current political and cultural times (cited by Sayés, 2012).
In its unavoidable interdisciplinary epistemological construction, Comparative Education needs relation not only with fields such as Sociology, Policy, History and Philosophy, but also with Theology. It is only the resource to this science that provides the unique epistemological leap that can slow down the relativistic adrift of the crisis of universalism. Far from meaning a return to old-fashioned approaches surpassed in Enlightment times, the listening to this science allows the construction of a complex and post-relativistic Comparative Education that, not only provided a solid basis of faith, truth and tolerance but, also, while preventing the harmful and sterile relativistic elements of postmodern epistemology, allows for the building of a creative and dynamic academic comparative activity with, nonetheless, an accurate and solid basis.

The rise of the Chinese 'Schooled Society': schooling and identity in three generations

Fengshu Liu
University of Oslo

Education in China has been dramatically transformed since the 1980s. This study explores this transformation through a three-generation comparison drawing on interviews with young people in their last year of upper secondary school, their parents and grandparents in Beijing.
It shows for the youngest generation that education, especially higher education, has gained paramount importance. This contrasts sharply with their grandparents' talk of lack and irrelevance of education when they were young and is also a far cry from the experience of their parents. Thus, education has over three generations become a core aspect of young people's identity construction.
The findings are interpreted from David Baker's perspective of 'the schooled society' as an internationally emerging trend. The Chinese schooled society has intensified ever since the 1980s with China's new national project of modernization. But China evinces some unique dynamics and features. The educational intensity is exacerbated by the combined effect of the cultural tradition of education reverence (with education playing a major role in defining the 'ideal personhood'), the one-child policy and the older generations' sense of their own cultural and material deprivation when they were young, and the parents' ambition for a better future for their family through their children's education. The culture of the schooled society in the Chinese context is also reinforced by the norm of exemplarity which is further reinforced by—and reinforces—the market norm of competitiveness, creating an extreme, and possibly internationally unique, pressure for academic excellence and attainment of higher education.
This study is part of a larger life-history project on three generations of men and women in China and Norway. The youngest Chinese participants were 46 students (25 boys and 21 girls) in their final year of upper secondary school in Beijing who had been contacted through their teachers and had volunteered to be interviewed. They were recruited in 2011 from a high-academic reputation 'key school' and a school of 'ordinary' reputation'. These were followed by interviews with the girls' mothers and maternal grandmothers and with the boys' fathers and paternal grandfathers.
This generational comparative study cuts across such fields as education, sociology, historical studies, gender studies, youth studies and generational studies. It will also be part of a comparison between China and Norway regarding the extent to which the arguments concerning 'The Schooled Society' fit these countries.

Public good, state formation, and transnational networks: Some reflections on education theorising in 1917 and 2016

Elaine Unterhalter
UCL Institute of Education

The paper compares views about education, the state and the public good being formulated in 1917 and 2016 reflecting on some similarities and differences in conceptualisation and the light this throws on concept formation, identities, and the politics of theorisation. 2016 is widely regarded as a year of disjunctures, possibly signalling an end of many of the institutions that marked the 20th century. Adam Toews, in an article published in Prospect in 2016 compared 2016 and 1917, a year when similarly world shattering, but largely unexpected events took place, ushering in the 20th century – Lenin's journey from Zurich to Russia, America entering World War 1 on the side of Britain and France, and Gandhi beginning his anti-colonial protests. Tracing the education ideas about public good, state formation and transnational networks circulating in 1917, the paper looks at writings by John Dewey, Sol Plaatje, and Olive Schreiner, considering features of the identity and location of the authors, the ways in which these informed their perspective on the public good and aspirations for education. These works are contrasted with a number of education commentators writing in 2016, selected to highlight themes of contemporary debate - the growth of the private sector as a significant education provider, sexual harassment and gender based violence as a feature of education, and the challenge of decolonization raised in a number of student movements. Some of the identifications of authors writing on these themes are used to frame their core ideas about public and private good. The paper seeks to highlight how shifts in the notion of public and private good have been made across the 100 years from 1917 to the present. In conclusion it poses questions about the implication of these shifts for understanding forms of the state, transnational networks, re-articulations of the notion of public good, and some of the implications for understanding contemporary education initiatives and difficulties.

The age of uncertainty: Silencing the knowledge of the 'other' and unmaking of identities in the contemporary moment

Adeela Arshad-Ayaz & Muhammad Naseem
Concordia University

The current moment has been named as age the of uncertainty, the age of fluidity, the age of economic self-interest and autonomy, the moment of crisis among many others appellations. How and where does one begin to deconstruct the intersectionality and complexity of such multilayered labels/issues? Where to begin to seek educational solutions to the challenges posed in the current age of uncertain trans-nationalism? In this presentation, we argue that while finding solutions to contemporary issues educators, and policymakers must start with the acknowledgement that not only identity and knowledge are interwoven but play a central role in defining citizens position and hence their worldviews in today's global knowledge economy. No amount of ready-made solutions such as standardized testing, large datasets, centralized control, and other popular elucidations based on a narrow understanding of the link between identity and knowledge have been able to provide viable educational solutions to the current problems. Using examples from global knowledge on humanitarianism we will show how local/indigenous knowledges have been marginalized and excluded from the development of various educational and managerial discourses. This presentation will use and allegory of an allegory to highlight how knowledge hierarchies have been created and maintained. Using Plato's allegory of the cave and the decolonial contestations we will demonstrate how knowledge of the 'other' has been created as inferior, relic of the past, hence not real knowledge but superstition or a mere shadow. Marginalization and silencing of other knowledge systems are systemic, almost always completely ignored, and if ever talked about always in need of validation by and approval of dominant knowledge systems. However, there is a growing realization that the dominant knowledge system may only be able to address some and not all of the challenges that educators, humanitarian assistance workers face in the current moment of crisis. There is also a realization that the contextually appropriate and viable solutions require bringing in insights from local knowledge systems. We will end the presentation by making a case for an inter- knowledge dialogue that could address the challenges faced by educators, policymakers, actors and institutions engaged in seeking socially just, equitable, humanitarian, educational interventions.

Temporal horizons of crisis in education

Bernhard Hemetsberger
University of Vienna

My presentation entitled `Temporal Horizons of Crisis in Education´ deals with different historical perceptions and constructs and their effects on talking about education and its states of crisis. Using a historical perspective, Reinhart Koselleck (1959, 1995, 2000, 2015) helps to differentiate constant, teleological and apocalyptical time concepts. Constant times of crisis can be defined as persistent. Teleological conceptions tend to target a certain point of catastrophe and are repetitive. Apocalyptical constructions focus on definite ends. Their respective consequences for talking about the current state of education could be analysed by methodological tools developed by Fairclough (2003, 2006) and his critical discourse analysis, while interpretations are led by the concept of languages of education (see Scheffler 1960, Tröhler 2011). Using this analytical method and language inquiry I work through and compare popular, wide-spread bestsellers on education. Two of them – Hyman G. Rickover's `Education and Freedom´ (1959) and Georg Picht's `Die deutsche Bildungskatastrophe´ (1964) – were written during the Cold War and especially evoked by the 1957 "Sputnik Crisis". Both books were tremendously successful in shaping public discourses on education crises in the "West" by presenting answers using narrative styles uncommon for this period. As these publications,

others could have been chosen by sales figures, timeliness of translations or historical works indicating them as influential. A comparative perspective is used to compare time conceptions, narrative styles, national peculiarities and as an argument within the sources themselves.
My research question is: How do these books frame their time conceptions and narratives on education crisis?
The presentation will show results in the case of time conceptions. Operating within limitations, they call for immediate actions or reforms to avoid dangerous conditions. These dangerous conditions are narrated as crises in education. Karl Jaspers (1955) found that crises were relevant to those who were touched by its narration. They are thrilling and comparative in structure (see Zymek 1975; Waldow 2015). Another result emanates from the Thomas-Theorem (1928: 572) "if men define situations as real, they are real in their consequences." Crisis narratives (White 1994a,b) in education and their temporal horizons are immanent constructs for interpreting the world, society and schooling.

Towards a dialogical and progressive educational policy framework: Maneuvering a middle way among the polarized constructs

Solomon Arulraj David
The British University in Dubai

Education policy across the world have been increasingly embraced by the emergence of managerialism that favors neo-liberal, market driven educational policy frameworks. Such emergence is often countered by critical approaches, such as argumentative educational policy frameworks. The growing libertarianism favors laissez-faire capitalism where the market gains greater ability to influence public policy making and analysis. This leads to the antagonism between agency and structure, individual and institution, public and state, market and state. The discontentment of the managerial and the polarized critical alternatives create a space for the search of a progressive educational policy framework. The dialogical progressive educational policy framework is a middle way stimulating dialogue among polarized framework. The polar (north/south) in this study is more an ideological polar rather a geographical one. The fundamental assumption of the study is that 'if it is possible for us to have the polarized managerial and critical argumentative educational policy frameworks, it should be then possible to have a middle way dialogical, progressive educational policy framework'. Exploring through some of the established theories such as the Hobbesian problem of order and social contract tradition, Engels' claim 'state as a necessary institution' for social order, Proudhon's list of the 'domestic inconveniences of the state', Foucault's bio power and social control, Buchanan & Tullock's public choice theory and some others, the study aims to establish arguments built in various scholarly works.
The study streams away from classical empirical approach and embrace rationalist and hermeneutic approaches. The study particularly takes courage to look for a progressive alternative. The study will further explore some of the theoretical blind spot, particularly looking at spaces where conventional theorists seldom visit. The study particularly will be constructed using the epistemic third space and cognitive justice. The study follows the general method of theory building in applied disciplines approach by Lynham; following the five phases of theory building such as conceptual development, operationalization, confirmation/disconfirmation, application and continuous refinement. The research begins by map out dominant existing policy frameworks for conceptual development. It then explores the underlying dynamics, cross-cutting discourses and uses discourse analysis to operationalize. It further accounts diverse arguments in the scholarly world and use constant comparison approach to confirm and disconfirm. And marks the emerging patterns and trends for application and continuous refinement through critical reflection, interpretation and rationalization. The study is in progress and the progressive educational policy framework is under construction. The framework once completed is expected receive expert's evaluation before it is disseminated.

Internationalizing national schools: the introduction of the International Baccalaureate in Argentina and Costa Rica

Julia Resnik
Hebrew University of Jerusalem

In most cases, international programs are incorporated into state schools as a result of a school's or district's initiative. However, over the last few years we have noted that a number of education ministries in Central and Latin America have adopted international programs at the local or national level. This paper intends to understand this new phenomenon.
The number of international schools and international programs incorporated in private and state schools has grown rapidly in the last two decades (Tarc 2013; Weenink 2008). The increase in international programs responds mainly to neoliberal policies including school choice, competition between schools and accountability adopted in many countries around the world. Schools integrate international programs such as the International Baccalaureate Diploma Programme (IBDP) to "differentiate" themselves and to attract children from middle class families (Doherty 2009). On the other hand, in Ecuador, similarly to the United States, it is the search of an improvement of the level of education that stimulates the government to initiate a large IB project in state schools (Resnik 2014).
International schooling is a global development but the reasons behind internationalization of education systems are multiple and complex. It is through a global-comparative approach which "follows the actors" of the institutional education structures in each country (Resnik 2016) that this research attempts to capture the evolution of international schooling by focusing on the integration of the DP in Ciudad Autonoma de Buenos Aires and Costa Rica.
Interviews were conducted with principals and IB coordinators in eight state high schools in the Ciudad Autonoma de Buenos Aires and twelve schools in different provinces of Costa Rica, and with officials in the ministries of education in both countries.
The study found two differences: a. In Buenos Aires the DP is adopted mainly in technical schools and in Costa Rica in academic ones. This reflects different modalities of functioning of the systems. b. In Buenos Aires the mode of incorporation of the DP is a bureaucratic one, depending on the institutional education hierarchy, whereas in Costa Rica it is combined with a post bureaucratic mode (Maroy 2012) that includes the cooperation of a ONGs in the integration of the DP.
Through the global comparative approach, this study analyses the way international programs are integrated into local/ national structures and curricula. This analysis contributes to a better understanding of the worldwide process of international schooling via the internationalization of national schools.

Exclusive boarding schools and the "equality of opportunity"-norm in England and Germany

Florian Waldow & Jakob Erichsen
Humboldt-Universität zu Berlin

The paper will look at how exclusive boarding schools in England and Germany handle the tension between being attractive for a clientele interested in acquiring a competitive advantage for their children while simultaneously not seeming to violate the norm that schools should provide equal opportunities to all pupils.
Exclusive boarding schools are caught up in this tension between the conflicting demands of their clientele and wider social norms. On the one hand, they need to justify to families that the high fees they charge – often equivalent to an average annual salary – will actually lead to benefits for the pupils. For English boarding schools, this is much easier to achieve than for their German counterparts, since in contrast to the German case, English boarding schools play such an important role for elite reproduction. On the other hand, the importance of the "equality of opportunity"-norm in both contexts means that both English and German boarding schools must not create the impression that it is simply possible to buy privilege and competitive advantage by sending your child to such a school, since this would compromise their legitimacy.
The paper compares how two exclusive boarding schools situated in different national contexts deal with the need of reconciling these conflicting demands. The cases analysed are Eton College in England and Schule Schloss Salem in Germany. The paper applies an analytic framework derived from neoinstitutionalist organizational sociology to conceptualise the need of organisations for legitimacy and to capture the relationship between normative ideals on the one hand and the actual operational level on the other. Empirically, the study is based on a content analysis of public relations material of the two schools.

"My pupils have been so weakened that they are causing me to abort my study": Modalities of governmentality and pastoral power in colonial English learning, rethinking neoliberalism's mandate for lifelong learning

Zelia Gregoriou
University of Cyprus

In a petition to the Colonial Secretary of the British Government of Cyprus, dated August 28 1901, voluntary clerk Sophocles Nicolaou pleas to be exempted from the upcoming Government Exam. His plea is countersigned by the Assistant Chief Accountant who cites, in support of Nicolaou's petition, "grounds of weak eyes". Nicolaou will fail to procure a medical certificate for the "passion of his Eyes/Pupils", as requested, will not attend the English Exam like many other Cypriot volunteer employees, who were also mandated to take the exam, and will be fired. Cultural anthropologist Rebecca Bryant (2004) has argued that in the case of Cyprus, colonial administration did not use disciplinary mechanisms of surveillance and control, of the kind Foucault (1975) describes, for purposes of domination and control. Instead, she argues, such mechanisms were deployed in the Greek Schools in order to inculcate patriotic morality and produce national subjects. In a critical response to Bryant, Cypriot sociologist Marios Constantinou (2005) asks why did Bryant not survey the sadistic authority and leadership complex of the coloniser instead.
The Bryant-Constantinou debate appears to be caught in the debilitating dilemma of: on the one hand, exonerating colonialism by equating its tools of domination and subjection with nationalist, liberation subjectification, and, on the other hand, heroicizing rote memorization of Classical Greek education as a reaction-formation to colonial haughtiness and cocksure imperial narcissism. This paper mobilizes the analysis of colonial rule in and through education beyond the hermeneutics of nationalist sentiment by focusing on colonial rule's productive rather than disciplinary modalities. Based on Michel Foucault's work on governmentality and pastoralism (Foucault 1977-78/2007, 1978-1979/2008; Burchell et al. 1991), I examine the introduction of the Teaching of English in colonial Cyprus, with focus on adult training rather than school formal schooling. The focal point in the discourses and practices of subjection that I explore is the first government exam in English Language (the so called "Government Examination") which provided the stage and tools for the ceremonious inauguration of a new plateau of colonial governance. Challenging the Greek Cypriot grand narrative of colonial resistance against the "demonic" plan for "de-hellenization" and "anglicization" of education, my research in the colonial archive suggests that Turkish Cypriots and Greek Cypriots, plus an array of vicarious diasporic subjects (Levantine and European 'others') subscribed enthusiastically to the idea of learning English. For some, English meant the pass and passage to a new entrepreneurial ethos; for others, English meant an exam that found them unprepared and would cost them the loss of temporary posts, opportunities and affective investments in Empire's futurity (links made with queer affect theory: Lee Edelman's (2004) No Future: Queer Theory and the Death Drive and Berlant's (2008) Cruel Optimism).
My reading focuses on a series of letters exchanged between government employees and colonial administrators before and after the conduct of the Examination. Apropos of the contemporary neoliberal pathos for lifelong learning (subsidiary to active inclusion and active aging), I explain how the particular scene of colonial governance shows how subjection interlocks with psychic subjectification, how state and market global pastoralism (particularly the invocation of unspeakable sacrifices) interlocks with the constitution of the desiring (and confessing) subaltern subject to

produce a material and affective network of power relations around the desired futurity of new knowledge and entrepreneurial self-becoming.

Fabricating Chinese education through PISA

Helena Hinke Dobrochinski Candido,
Anyara Granskog & Lai Cheuk Tung
University of Helsinki

China outperformed the last PISA rankings, however, the Chinese participation differs from other countries as only 'China's "first-level" entities of governance' (OECD, 2016) take part in PISA. We aim to identify the political discourse(s) that sustains the change in PISA methodology to accommodate the Chinese case.
New Public Management fomented changes in education, introducing ideas such as accountability, comparability and performativity to the educational field (Osborne & Gaebler, 1993; Hood & Jackson, 1991; Ball, 2012). Initiatives such as PISA portray and reflect this. Competitiveness is a hegemonic political discourse (Sum, 2009) and knowledge is an object of power (Simons, 2013). Improving educational standards and using comparability as a governance tool seem to be global manifestations of the world culture (Meyer et al., 1997), whereas performing well in PISA grants legitimacy and increases countries' soft power.
Following a Bourdieu's perspective, a given country's position in the global political arena relies on its volume of capital in relation to the distribution of different types of capital among all the countries, considering countries as determined and determining agents, which make use of strategies to increase their volume of capital.
We use data from OECD to map the Chinese participation in PISA, and socio-economic data from China to assess the situation of the Chinese education concerning quality and equality. Then, we employ qualitative content analysis to identify the discourse(s) in OECD and Chinese political documents that supports the PISA methodology applied to China.
We argue that China's decision-making rests on contingent convergence, structural coupling and skillful recontextualisation (Sum, 2009). On one hand, China recognizes the value of rankings and indicators for its reputation, and adopts them. On the other hand, China suits its participation in PISA to its own political agenda, taking advantage from its well-off provinces (e.g., Beijing and Shanghai have the highest incomes in China; Shanghai spends four times the national average on student funding) (SSAP, 2016). However, the quality of education is uneven across China and education in those provinces hardly represent the education provided in the entire country.
Our preliminary results indicate that the Chinese participation in PISA is an example of glocalization, in which the 'global models instil agency into empowered locals [China], who in turn enact and thus reinforce (…) global scripts' (Drori et al., 2014:6). China 'selectively appropriate, relocate, refocus and recombine' (Sum, 2009:191) global education discourses, controlling the knowledge that is produced by PISA.

How the 'prescriptive organizations' (supra or international) developed strategies to reduce resistance in education?

Jean Emile Charlier
Catholic University of Louvain

Sarah Croché
University Picardie Jules Verne

In this contribution, we will analyze the work developed by the 'prescriptive organizations' (supra or international) to reduce resistance. The objective is to treat the way in which the supra or international organizations, which try to direct the teaching policies, developed, through time, multiple tools (or public policy instruments) to make resistance difficult, even impossible.
The paper develops a sociohistorical approach. It wants to show that, since the years 1960, when an orientation is "suggested" (in the communications of the European Commission, the recommendations of the UNESCO, etc.) and that it meets resistances (which also appeared as reappropriations and tricks) to the national or local level, the supra or international organizations tend quickly to open the possible framework initially presented in their different documents. Our hypothesis is that "by re-integrating the diversity and the specificities or real practices in an theoretically opened framework, the different organizations aims to circumvent resistances thus even stifle them by passing them under silence".
Our data comes from the analysis of texts produced by the supra or international organizations from 1960 to 2017. We will draw especially our examples in the Bologna Process (initiated in European higher education in 1998), in the strategies of the UNESCO (in particular as regards the Education For All project) and of the United Nations (with the Sustainable development goals 4 adopted in 2015) or in the imposition, by the European Commission, of the use of the technical instruments of the GTZ (DeutscheGesellschaft für International Zusammenarbeit) in all the cooperative projects in education.
This paper comprises also a theoretical work on the place of the resistances in the reformulation of the policies of education in Europe and beyond. It takes support on Foucault's work and its concepts of apparatus and governmentality (conduct of the conduct). The theoretical results wants to show 1) the different kind of resistances and, 2) that the resistance is creative and reinforce the apparatus by integrating new ways of governance.

A most improbable identification? The Netherland as a "reference society" within the Chilean educational reform (2014-2015)

Cristina Alarcón
Humboldt-Universität zu Berlin

The paper discusses the construction of reference societies in the context of controversial educational reforms. It uses the psychological concept of "identification" to designate a process that is indispensable for any form of external reference construction: the adoption of norms, attitudes and behaviors from a respected or admired group. The paper refers specifically to a unprecedent education policy reform that took place between 2013

and 2014 in Chile. This reform, which was promoted by the government of the center-left coalition "Nueva Mayoría". This government coalition attempted, at least in the rhetorical sense, a structural change of the privatized and deregulated school system. The reform had to deal with the school voucher system that existed for over 35 years. This mechanism represents not only the most prolonged but also -due to its extension- the most radical implementation of the theories of Milton Friedman. The government coalition endeavoured specifically the termination of profit (lucro) by private school owners, of student selection (selección) and of school fees (copago). However, the constitutional foundations of the education system, instituted under the military dictatorship (1973-1990) were left untouched. Remarkably, during the educational debate the government constructed the Netherland as a reference society. This process is considered strange due to two factors: On the one hand, because Chile and Netherland did not share cultural traditions, a common language; nor had they had any close political relations with each other. On the other hand, because the Netherlands due to its PISA results has not been considered the "world's best schools system" as for example Finland. Three phenomena are therefore evident in this reform debate: first, the government's identification with the Netherlands overlooked all historical and cultural aspects of the country, but is to be considered as an efficient solution for implementing a gatopardist strategy; secondly, the right-wing parties and their think tanks reacted by constructing Sweden as a "negative reference society" (Waldow, 2016) and thirdly, by developing an operation of "externalization to the legal system", arguing the "unconstitutionality" of the reform agenda. Based on the theoretical framework of externalisation in comparative education, it is the purpose is to reconstruct the Chilean reform debate analysing government documents, policy papers and print news media.

A historical review of the Japan Foundation: strategies and actions

Elisa Gavari Starkie
UNED

Japan has been admired by the European elites since teh end of the19th Century.
In the XXth century Japan the Japanese management models has a very strong impact. In this paper we dicuss around the new strategies of the so called Softpower and in particular the seeting up of the Japan Foundation in the seventies. The text will provide an analysis of teh Japanese foreign policy and under this fram work the characteristics of the diplomatic culture. It will also offer an overview of how the Japanese are influencing the younger generations by offering very creative and innovative language situation strategies. In fact, the Japanese government has made a huge investment to foster the idea of Cool Japan and teh Japan nation barnding strategy which has denostrated since the ninteies to be very successful. IN teh conclusions we will bring some conclusions to show how japanese softpower has a global impact in a society where the youngsters see the orient and westersn as profoundly interconnected.

European Governance in Adult Education: On the comparative advantage of joining working groups and networks

Marcella Milana & Luigi Tronca
University of Verona

Gosia Klatt
Melbourne University

In Europe, in the wake of the 2009 global financial crisis, complex intergovernmental policies have brought about new opportunities and structures in European education governance. Conceptualized as policy mixes (Del Rio and Howlett, 2013), these policies embed 'horizontal' complexity – as each mix relates to different policy instruments and actors within a level of policy-making, as well as 'vertical' complexity – as each mix addresses a number of policy goals, domains and/or governments.
We argue that the Renewed European agenda for adult learning, endorsed by the European Council in 2011, is a policy mix performing three authoritative functions (i.e., legal, epistemic and procedural) that have put in motion a new process of instrumentation in the adult education policy domain. Elsewhere, drawing on political sociology (Lascoumes and Le Galès, 2007), we examined its historical development, and the governance mechanisms and policy instruments through which this occurs (authors, unpublished). Our examination pointed at standard-setting, capacity-building and financial redistribution, as its core governance mechanisms, operating under the principles of the Open Method of Coordination. Several policy instruments concur to their working (i.e. official working groups and networks, commissioned studies, mutual- and peer learning arrangements, benchmarks, data generation, funding schemes).
In this paper, we center attention on a dataset (2-mode matrix) created from five official working groups and networks. These are groups established and coordinated by the European Commission (EC), whose members, appointed by Member States' or the EC, represent different elite positions, and are assembled to work on policy issues in the area of adult learning (4 groups over a period of time, 1 network permanently).
Particularly, we enquiry what kind of network of interactions was created among the organizations represented in these groups, its level of integration (density), and the organizations' level of centrality (degree, betweenness). Our premise is that the structure of this coordination network can produce some forms of comparative advantage for some organizations, e.g. as mediators between the other pairs of nodes. Using official data from the European Commission's registry of committees and groups, we perform a Social Network Analysis through the Ucinet 6 software (Borgatti, Everett, and Freeman, 2002) in order to describe the form of network governance which was generated (Jones, Hesterly and Borgatti, 1997).
While this exploratory analysis is still in progress, we expect it to contribute novel knowledge on the implications of new policy instruments in configuring relations within the European region.

The 'practice of best practice' in European education governance: Insights from a political ethnography

Natalie Papanastasiou
Universitat Autònoma de Barcelona

This paper seeks to conceptually develop the notion of 'best practice' for studying the role of knowledge as a key governing tool of European and transnational education policy. The paper takes a specific interest in the role of knowledge as a powerful tool for constructing policy meanings. Education scholars have explored governing techniques of knowledge through the concepts of commensuration (e.g. Normand, 2010; Lingard et al., 2013), 'governing by numbers' (e.g. Grek, 2009; Ozga et al., 2011), and 'governance by comparison' (e.g. Fenwick et al., 2014; Nóvoa & Yariv-Mashal, 2003) as a way of understanding how particular kinds of knowledge have assumed such powerful positions. However, this paper argues that this conceptual work has overwhelmingly been used to explore the power of quantitative knowledge (such as metrics and benchmarks) which has left the role of qualitative knowledge comparatively under-conceptualised. There is emerging work which shows signs that this balance has started to be addressed (Grek, 2017; Lewis, 2017; Simons, 2015), and this paper is an attempt to build on this further.

One form of qualitative knowledge that deserves more conceptual attention is 'best practice'. Best practices are now a fundamental feature of transnational education policy, however the process through which best practices come into being is under-explored and under-conceptualised. Questions that remain unanswered include: how are education best practices identified in international policymaking contexts? What kinds of policy actors are involved in defining and selecting best practices? Are certain kinds of best practice more powerful than others? And what does this reveal about the politics of policymaking in education? This paper empirically explores the 'practice of best practice' through exploring the work of a European Commission Working Group. The European Commission introduced Working Groups "to implement the Open Method of Coordination in education and training […] [and] offer a forum for the exchange of best practices" (European Commission 2016, p.3). Working Groups largely consist of national representatives from Ministries of Education, and their main activity involves attending quarterly meetings in Brussels. The paper presents rare insights from a political ethnography of one Working Group, which involved the researcher being a non-participant observer of Working Group meetings in Brussels over the course of one year. Drawing on political discourse theory, the paper identifies the key 'logics' underpinning the sharing and development of best practices in school governance, and by doing so reveals how these logics work to conceal alternative practices which threaten to challenge the legitimacy of best practice.

The paper would be a highly appropriate contribution to 'Working Group 2' of the CESE conference, by particularly engaging with the theme's interest in the techniques of governance in transnational education policymaking contexts.

Deconstructing 'Preventing Violent Extremism through Education': A critical analysis of UNESCO discourses

Eleni Christodoulou & Simona Szakacs (Behling)
Georg Eckert Institute for International Textbook Research

Over the past two decades, there has been a marked increase of violent extremism across the globe, ranging from radical religious movements to white supremacists. International organisations have since then increasingly highlighted the importance of education in preventing violent extremism and in fostering an identity of 'resilience'. However, it was only in 2016, that 'Preventing Violent Extremism through Education' (PVE-E) was given a central role on the global stage by the UN. Since then, UNESCO's actions in this area have been rapidly expanding within the framework of Global Citizenship Education (GCED) and Target 4.7 of Agenda 2030. There have been formal board decisions to promote PVE-E, regional and international conferences and workshops, and three key publications: a Teacher's Guide (2016), a Guide for Policy-makers (2017), and a Youth-Led Guide (2017). This paper undertakes a critical textual analysis of these three very recent documents as well as formal speeches and presentations of UNESCO actors in order to delineate the various discursive constructs of PVE-E that are mobilised in the international arena. Taking a comparative perspective, our study asks not only how PVE-E is represented within and between these different texts, but also reveals the normative values and ideological assumptions underpinning these representations. In the new transnational order, such questions are of particular urgency as they expose relations of power in terms of who is setting the agenda, how this differs from earlier practices, and what types of hegemonic articulations of educational identities are emerging from them. At the same time, it offers a contextualisation and critical evaluation of these constructs, by asking, for example, what is the relationship between PVE-E and Global Citizenship Education in the discursive and political contexts in which they are entangled? Is there consistency and convergence, or tensions and ambiguity in these constructs of PVE-E? Is there evidence of a critically reflective framework or are there problematic assumptions that might be counterproductive?

'National' reforms by 'international' actors: Educational reforms in the GCC and the issue of identity

Maryam Mohamed
UCL Institute of Education

For more than 15 years, the six Arabian countries of the Gulf Cooperation Council (GCC) invested heavily in large-scale 'transformational' reforms. Between 2000 and 2010, these reforms produced a wave of 'national' economic vision statements and corresponding strategies of implementation which exhibit astonishing similarities across all six countries. They were framed as long-term modernising investments designed to address the economic challenges as well as promote the nation's branding. Interestingly, these 'national' economic visions and strategies were all developed and implemented by 'international' organizations and management consultants.

In all these vision statements education has been portrayed as the key driver of economic growth through investment in human capital. Consequently it is asserted that any serious attempt to modernise and compete in the global economy requires an overhaul of the education system. A comparison of the educational reforms that were introduced across the region reveals a distinctive model that is characterised by commonalities in defining the deficiencies of the education system and how it falls below expectations when compared with other nations on educational league tables such as TIMSS and PISA. The proposed reform initiatives were also based on identifying and transferring 'international best practices' or lessons from top performing education systems. More importantly, the educational reforms in all the GCC nations, just like the national visions, were justified, designed and implemented by private sector consultants harnessing the agendas of international organisations and utilising the tools of the Global Education Industry (GEI).

This paper offers a critical analysis of the role played by 'international' actors in developing 'national' educational reforms in the GCC countries. Based on a comparative analysis of reform and policy documents as well as the GEI reports, I will argue that reliance on 'international' actors in designing and implementing 'national' educational reforms over the last 15 years has resulted in unintended effects that are in tension with the purpose of these reforms and it could ultimately generate a form of 'dependent identity' within the region.

PISA performance, the Media and the construction of National Identity

Sue Grey
UCL Institute of Education

From the 2000 PISA shock in Germany to the lauding of East Asian countries as the shining stars of education, International Large Scale Assessments (ILSAs) have brought the school systems of 'other' countries into the public domain as never before. Through the OECD's own materials, as well as via the media, it is now possible for readers and viewers across the developed world and beyond to get a flavour of the 'quality'type of education children across the globe are experiencing, and to evaluate its outcomes without leaving their living rooms. But what is the nature of these messages? How does doing well, or badly, in ILSAs, affect countries' own views of themselves? And to what extent do portrayals by international global organisations and the media reinforce or challenge stereotypical images of the core elements of national identity; namely the 'other', and of the self? …or 'us and them'

Using examples from Europe and Asia, this paper will examine reactions to success, failure and mediocrity in international comparisons, both in domestic contexts and abroad, and consider how organisations involved inwhich practice global educational governance might affect core values of national identity through media logic which creates 'stories' around the key news values of crisis, blame and potential solution. Using both OECD and media reports I will examine some of the potential implications for national identity of being judged as successful or otherwise, both within countries and outside them, in the international arena.

I will explore the ways in which deeply held beliefs may be challenged or reinforced by competitive comparisons on an the international stage, and ask whether the policy referencing which arises in some contexts after results are published helps to inform mature political and pedagogical decisions or merely to may reinforce both domestic and wider stereotypes and encourage provide a distinctive form of 'banal nationalism'.

Democratic governance within the educational sphere, reality or fiction? The case of the Educational Reform in Mexico

Haleyda Quiroz Reyes
USAL

Educational systems throughout the world are experiencing significant transformations governed by global imperatives. Understanding the political changes that are taking place and their concretion in increasingly generalizable educational reforms, implies today, looking towards a global education market where these reforms are being implemented as standardized packages in a tireless search for efficiency and effectiveness that rescues and gives vitality to public services.

Within this panorama, discourses of quality, management, effectiveness and efficiency are implemented and open the doors to governance as an option for school governance; where the public authorities start a government at a distance, ceasing to be directly responsible through organizations, agencies and rigorous processes of accountability.

This research questions the role of the actors involved in the configuration of educational reforms that are covered under a world order model. In the first axis of this text we make a general vision of school governance as a global model and make a qualitative journey by its implications in these theories, processes and actors to try to understand, all that complexity in terms of benefits and challenges with the object to analyze and understand the important factors of educational micropolitics with consultative and participatory processes towards a fairer and more democratic school. The second axis is a case study of the Mexican educational reform is carried out with the purpose of linking all this systematization of theoretical information with the peculiar experience represented by the Educational Reform in Mexico. Its characteristics allows to examine in detail the progressive process of the new public management and represents an example of this global attraction for implementing best practices together with demands or suggestions from international organizations that when implemented locally have to deal drastically with practices, culture, economy, resources and actors specific to their context.

The reflection is focused on those problems that are not solved by adopting measures that worked in another country, since the local dysfunctions could be much more complex or simply different. We conclude that, we should be more cautious in that, the root educational

problems are different in each place therefore the solution would only be partial and temporary and becomes evident when you see failed educational transfers.
The educational reality is that these reforms are trapped in the management of an educational system that oscillates between governance in search of control and stability, and the impulse of a management that registers insipient features of a new democratic governance.

What makes a 'European teacher'? Comparing teacher education reforms in Austria, Greece and Hungary from a European perspective

Vasileios Symeonidis
University of Innsbruck

During the last decade, an accelerating process of Europeanisation of national policies related to teachers and teacher education has been witnessed (EDiTE, 2014), so that researchers are currently talking about a 'European teacher education policy community' (Hudson-Zgaga, 2008) and the 'European teacher' (Schratz, 2014).
This study, conducted within the framework of the European Doctorate in Teacher Education (EDiTE), aims to analyse the process of Europeanisation in the field of teacher education from an international comparative perspective, exploring how and to what extent teacher education reforms in three European countries (Austria, Greece, and Hungary) have been influenced by contemporary European policy developments. Teacher education is examined by looking at policies and practices related to the following dimensions: (a) the creation of a continuum of teacher professional development; (b) the definition and use of teacher competences; and (c) the role of teacher educators.
Acknowledging the complexity of policy flows, the study examines perspectives of various actors in different levels of policy implementation, adopting a comparative and embedded case study design. Firstly, the study looks at the international level to explore how Europeanisation emerged in the field of teacher education, considering global trends and the economically driven approach to education. Analysis at this level offers a mapping tool with indicators to help us study teacher education at the national level. Secondly, the study examines recent reforms and policy initiatives in three European countries to trace potential influences of Europeanisation at the national level and identify the actors and mechanisms involved in this process. Finally, sub-cases of individual higher education institutions aim to illustrate the microdynamics at the institutional and local level. To this end, the study employs content analysis of official documents, interviews with international and national policy experts, as well as interviews with teacher educators and teachers.
Moving beyond linear models of policy implementation, it is argued that Europeanisation plays a significant role in initiating and sustaining change through subtle mechanisms of downloading and uploading policies and practices between different levels of governance (European, regional, national, sub-national, institutional). Studying Europeanisation in the specific field of teacher education also helps us to better understand the national traits of what it means to teach in a particular country, contributing to the discussion of what makes a 'European teacher'.

Who is setting the agenda?: OECD, PISA, and the Southern Cone. Circulation, policies and standardized tests in Argentina, Chile and Uruguay

Felicitas Acosta
Universidad Nacional de General Sarmiento

The purpose of this work is to make a comparison between the countries of Argentina, Uruguay, and Chile concerning their connections with the Organization for Economic Co-operation and Development (OECD) created in Europe. In particular, it aims to analyze how these three countries of the Southern hemisphere have established relations with the OECD at the level of the educational system through the implementation of the PISA tests. The interest of focusing on these countries lies in the fact that they do not belong to the club of the wealthy nations of the North, yet they are assessed with the tools used in those countries. The study is organized around two questions: (1) In what way has each of these countries been associated with the OECD and the PISA program?; (2) Is it possible to identify transfer processes between the recommendations of the OECD after the PISA tests and recent guidelines of educational policy?.
The theoretical object of this work is the process of circulation of new forms of governance of schooling in the continuum between OECD/PISA and the Ministries of Education. The empirical object is the relation between the three countries in the southern hemisphere and the OECD through the standardized assessment program of PISA and the formulation of educational policies. The analysis is based on secondary sources: (1) Previous studies on the PISA tests in Argentina, Chile and Uruguay; (2) Reports produced by the OECD/PISA for each one of these countries; (3) Documents of the Ministries of Education and educational measurement agencies from each state from the last two editions of these tests (2012 and 2015).
Preliminary results indicate convergent and divergent processes in the ways of linking to the OECD and in the circulation of PISA and its impact on education policies. All three cases, in different socio-economic and political contexts, show a growing interest over time to join the international assessment. Concerning the use of the results, Chile, and, to a lesser extent Uruguay, reflect a greater tendency to consider the recommendations of the OECD for their education systems.
It is considered that this type of work contributes to a better understanding of the changes in the historical processes of internationalization of schooling: does PISA represent the new form of materialization of the educationalization of social problems worldwide (Tröhler, Popkewtiz & Labaree? Is it about a 'geometry of insertion' (Cowen, 2017)?.

A critical analysis of the OECD's emergence in the arena of education for development

Xiaomin Li
UCL Institute of Education

The post-2015 agenda for education and development has signaled a significant shift in the focus of its approach from increasing access to the promotion

of quality at all levels (UN, 2015; UNESCO, 2015). This global shift has required the development of relevant learning metrics to monitor progress on an international scale. The Organization for Economic Cooperation and Development (OECD) has filled this niche by tailoring its Program for International Student Assessments (PISA) for low and middle-income countries, called PISA for Development (PISA-D). Through PISA-D and by joining up low and middle-income countries into the global PISA community, the OECD has the ambition to promote PISA as the global learning metric (i.e. for both developed and developing countries alike), thus to further expand its global education governance potential. This paper will analyze what this new instrument is about and how the OECD manages to leverage itself and PISA-D into the center of the development business.
This paper initially identifies six sets of strategies utilized by the OECD, which include: (1) Building alliances; (2) Narrowing quality; (3) Accountability politics; (4) Establishing credibility; (5) Membership and belonging; and (6) Persuasion in motion. It will argue that the first strategy of developing alliances with major traditional agencies such as the World Bank, UNESCO and UNIECF, is prerequisite for the OECD to enter into the field of education for development; and the following five sets of strategies are powerful in discursively reframing the current debate and persuading low and middle-income countries to participate in PISA-D. It is also worth noting that UNESCO and UNICEF have traditionally been viewed as UN agencies that are driven by a very different ideology from the OECD. Whereas the UNESCO Institute for Statistics and UNICEF now also are involved in the business of creating common learning metrics on which all nation states could be compared and against which their progress could be benchmarked. This suggests that the interactions among these agencies involve patterns of both cooperation and competition: they converge and collaborate in actively promoting the measurement of quality as the general method to improve quality, but struggle over the control of the field of measuring and its values.

On OECD's analysis of social justice policy in educational system and its implications for the education reform in Taiwan

Chou-Sung Yang
National Chi Nan University

Organisation for Economic Co-operation and Development (OECD) has paid considerable attention in recent years to student academic failure and remedial strategies. In 2012, OECD published a report, Equity and Quality in Education: Supporting Disadvantaged Students and Schools, which indicated that reducing academic failure is good for both individuals and society and contributes to economic growth and social development. However, the OECD countries are in fact facing the problems of academic failures and dropouts. Nearly one in five students across the countries fail to meet the basic minimum skill level needed for today's society. In the case of students with lower social and economic status, the odds of low performance are twice as high as those of ordinary students, which means that the individual or social condition is an obstacle to their educational potential. the specific phenomenon is the dropout rate - an average of 20% of young people drop out before completing high school education. The social and economic costs of academic failure and dropout are high; for people with higher levels of education can make more contributions to keeping a democratic society and a sustainable economy, and can rely less on public relief and are less affected by the economic downturn. For these reasons, the OECD believes that to achieve long-term effectiveness, education investment from early childhood to high school education should ensure young students receive quality education as early as possible, at least before completing high school to obtain the skills and knowledge needed for involving effectively in the society and labor markets. Therefore, this article aims to provide a reference to the education reform in Taiwan through literature and policy analysis to understand the OECD's argument basis, institutional measures, and related research results of remedial teaching policy.

Identity and education: Culture, power and subjectivity in Ethiopia and Australia

Lorraine Towers
University of Sydney

Identity is currently a critical but contested concept and practice in and of the nation, and formal education is a key institution in its production and consumption. This paper will explore how formal schooling under the aegis of the evolving state has been utilised to articulate normative embodied ways of being an educated modern subject/citizen, establishing an effective means of governmentality (Dean 2009). Formal schooling relies on the cultivation of particular traditions of culture and language and the exclusion of others. This creates not only advantage and disadvantage for participation in schooling and access to benefit in the broader state. It also engineers a categorical difference of political interest out of the diversity of the nation.
The empirical focus is on two ostensibly quite different national contexts, Ethiopia and Australia, and the experience of marginalised populations within each. The outcomes of a past study based on fieldwork and extended interviews of Oromo participants in Ethiopia are compared with emerging themes of current research into the historical and contemporary educational experience of Indigenous peoples in Australia. While there are vast differences in the political and socio-economy of each country and in the proportionate size of the marginalized populations, the paper identifies significant in principle commonalities.
Discussion will focus specifically on school practices of identification and the pedagogical extraction of conformity, as well as alienation and exclusion, as the exercise of state power. It will be argued that such practices have consequences not only for individuals but for the coherence of commonly identifying groups and the unity of the state.

The "Pedagogy-of-Debt" and "Dept-as-Pedagogy": Biopolitics of education and economic crisis in European countries

George Pasias
University of Athens

Yiannis Roussakis
University of Thessaly

Over the past decade the public sphere has been deeply pervaded by "debt" discourses & policies more so in countries affected by the economic crisis. More palpable than a mere economic/social/political signifier, "debt" is a crucial element of an apparatus ("dispositif") which is fueled by economic-cum-political-cum-humanitarian crises to impose "states of exception" and to establish new power-knowledge relations.
The paper argues that "debt" creates its own pedagogy and produces new forms of biopolitics at individual and societal levels, deeply affecting education and schooling. The "grammar of debt" is encapsulated in the "grammar of school". Debt is sovereign, it classifies, inscripts, validates, reproduces, subjugates, punishes, expels, dislocates and excludes.
The paper aims at critically analyzing the ways which the "pedagogy of debt" is relevant to the domination of the neoliberal paradigm in education and the deconstruction of the political-democratic realm in favor of an economic/market driven dystopia. It argues that the "pedagogy of debt" is linked to "crisis discourses" and goes on to critically analyze the implications of globalization, empire, knowledge capitalism, neoliberalism and market dominance for education in specific European countries.

School and community resilience in the contexts of austerity

Eszter Neumann
Institute for Minority Studies Hungarian Academy of Sciences

Our research project, titled 'the school is not an island', aims to explore the ways in which schools and the communities they serve interact and mutually form each other in multi-ethnic rural micro-regions of Hungary. The research design's key theoretical proposition is the adaptation and testing of the concept of institutional and community resilience to the Hungarian context with the aim of developing a deeper understanding of the factors that contribute to the resilience of "trend-bucking" communities and multi-ethnic schools.
The concept of resilience originally refers to the individual's capacity to cope with unexpected shocks. and unpredictable situations. In the context of education, the concept has been applied to explain how disadvantaged students had overcome structural constraints and became educationally successful and socially mobile (Werner 1982; Masten 2001; Reid – Botterrill 2013; Máté 2015). Recent analyses of the PISA survey took further this conceptual framework by introducing the concept of institutional resilience. (OECD 2011) Our research aims to adapt and refine this concept as well as to explore complex links between community and institutional resilience. Following Hall and Lamont (2013), we define resilient communities by their positive capacity to mobilise resources in the context of the current neoliberal and neoconservative reforms and severe cuts of state subsidies as well as by their resistance to radical political movements which employ an anti-cohesive rhetoric. Our interest in institutional coping strategies during the radical social and public sector restructurings in Hungary after the economic crisis has also gained inspiration from the literature about the effects of and responses to austerity policies in the public sector and about the transition from welfare to workfare policy regimes (Clarke – Newman 2012; Youdell – McGimpsey 2015).
The mixed-methods research design relies on quantitative (the analysis of standardized national educational assessments) and qualitative sources (school case studies and community studies). Based on their outstanding added value performance in the National Assessment of Basic Competences, we selected four 'resilient' elementary schools with a mixed Roma and non-Roma intake and four control schools in the same educational district with similar social intake but not outstanding results.
While the concept of institutional resilience has been predominantly accessed by quantitative methods, our explorative, mixed-methods study aims to identify characteristic constellations of community and school resilience. Qualitative case studies may reveal cases when the quantitative indicators and the qualitative findings are contradictory and identify institutional coping strategies (such as cheating or targeted interventions) which, in broader terms, do not enhance effectively the educational success of students.

Internal Other or part of the Self?: Representations of ethnic minorities in Singapore's school textbook narratives of the Japanese Occupation

Khatera Khamsi
UCL Institute of Education

The portrayal of periods of war and occupation in school texts and museums have played a central role in the process of constructing national identity around the world. This study examines how the history of the Japanese Occupation (1942-1945) has been used in the construction and maintenance of a Singaporean national identity, by analyzing the portrayals of the different ethnic groups in Singapore (the Self) in relations to Japan (the main Other) in school textbooks and museums dealing with that period.
This paper focuses on the portrayals and the role of Singapore's main ethnic minorities in the official Japanese Occupation narrative. It examines all ten government-authored primary- and lower-secondary-level history and social studies textbooks from 1985 to 2015. For triangulation purposes, it also examines the permanent exhibitions of the Memories at the Old Ford Factory and the National Museum of Singapore from 2006 to 2017.
This study identifies and applies a new set of analytical categories for analyzing the Self, the internal Other, and the external Other. It also employs a variation of the commonly used civic-ethnic typology (ethnocultural, civic, multicultural) of nationalism.
With regard to the national Self, the findings show that, despite the official adoption and rhetoric of multiracialism, an ethnocultural conception of the nation has prevailed until today. In the textbooks, there has been a gradual shift from a predominantly ethnocultural conception of the nation around the Chinese core in the 1980s to an increasingly multicultural conception of the nation by 2007, where the minority ethnic groups have been included gradually over time. The multicultural conception of the nation also shows stronger civic elements in the current textbooks, which partly start focusing less on ethnic distinctions and more on the emergence of a larger Singapore identity. However, an ethnocultural conception around the Chinese core can still be found in the latest textbooks and, especially, in the museums.

Re-constructing the nation: Struggles in portraying minority ethnic groups in Chinese mainstream history textbooks

Fei Yan
UCL Institute of Education

Research objectives
China is a particular multi-ethnic country with 55 officially identified ethnic minority groups who have heterogeneous cultures in terms of languages, religions, and customs etc. The challenge of education for ethnic minorities has been an issue for the Chinese government as it is closely related to problems of national identity and national security. Therefore, school curriculum and textbooks have been particularly used by the government to integrate ethnic minority groups into the nation. Among various educational interventions, history curriculum and history textbooks have often been used to inculcate in students an official version of a shared national past which is deployed by states to instill a sense of collective identity and group cohesion. This research examines how ethnic minorities have been portrayed in Chinese mainstream history textbooks. It hopes to reveal whether or not ethnic minorities have been presented unfavorably in the officially defined national historical narrative and to what extent the school curriculum has been used by the government to serve its nation-building project.
Theoretical framework
This research mainly uses theories of nationalism. It sees national identity as a modern phenomenon and was/is invented and constructed by state elites through various vehicles such as museums, media, and education system etc. Ethnic minority groups often become the main target of this construction since states often see their existence as challenges or threats to the legitimacy of nation-states. This research also particularly focuses on the role of historical writing in creating nationalist rhetoric and construction and reconstruction of a nation-state. It stresses that history textbooks are often used to deliver particular versions of nationalist history and thus are used to cultivate certain national identity.
Research data and methods
This research analyses seven versions of Chinese mainstream history textbooks for junior middle school students published from 1952 to 2001. Curricular textbooks of 'Chinese History' in particular are examined as they are believed to convey the state's implicit views on ethnic minority culture and history in relation to the Central state or 'China'. This research adopts a largely qualitative approach. Narrative analysis is mainly used to analyse historical narratives adopted in textbooks to tell the 'stories' of the nation to students, and how 'stories' of minority ethnic groups are incorporated in this nationalist narrative. In order to assist the overall analysis, these are allocated to specific themes. For instance, the issue of how inter-ethnic 'conflicts' are presented and illustrated and what language or vocabulary is used to describe them.
Conclusion
My research shows that there is a strong link between the dominant political ideology in the central government in Beijing and the content of textbooks. While textbooks published before 1976 (the end of Cultural Revolution) tend to construct a shared and collective identity among various ethnic groups based on socialist ideology (e.g. class) and therefore depicting minority ethnic groups as "class brothers or sisters" of the dominant Han people, textbooks published since 1976 especially after 1989 (the year of Tiananmen protest) tend to construct a shared Chinese identity based on primordial links and therefore portraying minority ethnic groups as 'kinsmen' or 'relatives' who have always being Chinese since immemorial times. My analysis also shows that despite using different narrative strategies, the Chinese government has always encountered tensions and contradictions in telling students about the histories of minority ethnic groups in school textbooks. These tensions reflect the paradoxical nature of the nation-building project in China: on the one hand it promotes a vision of China almost entirely based on the dominant Han group's ideology; on the other hand, it also attempts to incorporate its multi-ethnic population into this narrowly defined vision of the nation.

The challenge of unity among diversity: a comparative study of national identity education in China and Scotland

Shuqi Rao
University of Glasgow

Traditionally speaking, the role of education in the process of individuals' national identity formation has been widely discussed in the academic sphere. Nearly all nation-states use schooling to develop a distinctive national identity explicitly or implicitly. However, both of the landscapes for nation-states and national identity have shifted in an era of globalization. National identity education no longer enjoys the level of importance it used to have worldwide, hence being frequently questioned. Meanwhile, the discourse of global citizenship has been widely explored in the literature and are being used increasingly evitable in various educational arenas, calling for cultivating students' global identity. Hence, the research will explore how a sense of national identity is intended, implemented and attained in balance with global identity through elementary schools in China and Scotland in order to analyse how the challenge of unity among diversity is dealt with in China and Scotland in the context of globalization.

The research will employ the case study research method as the main approach in order to illustrate each case, which refers to each primary school in China and Scotland, in richer depth and highlight cross-case issues. Firstly, content analysis will be employed to explore how national identity and global identity have been constructed through related curriculum standards and textbooks. Secondly, interviews with education policy makers/experts (3-5 per country) will be conducted to explore the underlying philosophy of the policy intended regarding national identity education, also the thought processes that happen during the policy-making undertaking. Thirdly, interviews with headteachers (1 per country) and teachers (10-20 per country) will be conducted to explore how national identity education is currently implemented explicitly in the school and classroom levels in each case school. Fourthly, non-participant observations will be employed to explore how national identity education is implemented implicitly through hidden curriculum in each case school. Finally, in order to explore how national identity education is attained in case school and whether students' understanding of national identity and global identity are compatible with the official frameworks, focus groups will be employed (3-4 focus groups per country, each group to contain no more than 6 students).

The research will not only enrich the theoretical interpretation of unity among diversity, but also promote the understanding of the issues of education, culture and politics between China and Scotland.

Ancient History in the Modern Greek State: Curricula, textbooks, editorial practices and educational policy

Dimitrios Charalampous & Konstantina Papakosta
Aristotle Univeristy of Thessaloniki

School history compiles the ideological formulation of national states, since it teaches students their identity. In Greece, despite the views on the importance of interpretation in historical science, the school narrative forms an hermetic text, which is subject to minimal changes and differentiations through time, since it is written according to the strict outlines of the official curriculum, which leaves minimum margins for novelties to the writers. This paper presents an analysis of the structure and the contents of the school textbooks of Ancient History, in conjunction with the corresponding curricula, from the 1950s until today. This research, being in essence historical, concerns the textbooks used both at the Primary and the Secondary Education (Gymnasium), since, according to the principle of the spiral curriculum, the same subject, that is Ancient Greek History, is taught both in primary school (third and fourth grade) and lower secondary school (first grade). Moreover, the respective Curricula of Ancient Greek History are presented, correlated with the corresponding changes in the school textbooks and the wider educational reforms. In addition, the research findings offer multidimensional material to the historical, diachronic study of textbooks: the editorial landscape is enlightened with regard to the publication policies. This issue is of particular importance, since Greek education policy allows the use of a single, officially approved textbook for each subject. Although this has been the case since 1937 for secondary education, the situation in the primary education had been more complex until 1968-1969: a large number of auxiliary manuals were circulated, following different rules for different grades. This research enlightens the vague publication policies regarding the pre-1968-1969 period. At the same time, historical discourse is carefully analyzed following the principles of Critical Discourse Analysis, providing a deep insight to the basic axes of the modern Greek self-image, discovering historical sections regarding to the classification of the context of the textbooks, their historiographical examples and epistemological approach on which the historical narrative is structured, while suggesting interpretations of the profound implications in the building of the national, historical discourse. This study offers multidimensional material for meaningful reflection and discussion about the teaching of Ancient History in the Greek school, since it attempts an historical, diachronic approach to the subject, highlights the unaltered, mnemonic poles that shape the national identity and illuminates the unchangeability of the school history discourse in the Greek educational system. These findings may offer the starting point for setting fundamental questions for the purpose of teaching and the essential, inherent content of historical studies in compulsory education.

A not balanced curriculum which serves the needs of the nation: Teaching religious pluralism in Italian Schools

Carla Roverselli
University of Rome "Tor Vergata"

This paper aims to critically illustrate changes that occur in Italian school curriculum regarding the teaching of religion, and consider in particular some practices related to the teaching of minority religions implemented in schools over the past twenty years.

In this period the migration and the presence of pupils with non-Italian citizenship have redesigned the society in Italy in the direction of multiculturalism and multi-religiousness. This has brought into question many areas of school management: first of all the didactics, or the types of teachings to be offered to students regarding religious traditions; and secondly the governance of educational institutions, ie the degrees of inclusion and participation reserved for families, communities and religious actors.

In Italy in 1984 the State and the Catholic Church signed an agreement according to which the State ensures, to those who choose it, the teaching of the Catholic religion. National curriculum does not provide for the teaching of religions other than Catholic. In recent years, we are witnessing experimental local practices that, in the absence of a complete and organic design, testify to rethink the public school offer according to the religious pluralism of the students.

We recall, as example, several recent initiatives: the ten-year experience (1998-2008) promoted by the Rome Inter-religious Table, which brought to the Roman schools "official" exponents of the main religious groups; the proposal of the Centro Astalli currently addressed to some classes of secondary schools in Rome; or, again, the "Face to Faith" program of the 'Tony Blair Faith Foundation', landed in 2011, in some Italian secondary schools; the experimentation of the teaching of 'History of religions' in different schools of Rome and Turin; the 'Intercultural Education through Religious Studies' program, currently coordinated by the University of Venice.

Born mostly in absence of a shared planning at national level, these experiences are of a heterogeneous nature, often implemented both in state and private schools. Such practices must be contextualised within what is happening in Europe regarding the evolution of religious teachings in schools.

It is therefore proposed to analyze some of these experiences to consider what are the reasons for the educational policies they intend to adopt, proposing themselves as a new way of managing "religious cultures" in public schools.

Methodology: critical analysis of texts and contexts.

Sources: documentation produced by Italian schools, Italian Ministry of Education, European Community

Results: The new practices describe a moving scenario with multiple implications

The European Schools: Exploring national, european and intercultural dimensions of education and identity

Nicola Savvides
University of Bath

The European Schools are a distinctive schooling system separate from local state maintained systems, primarily funded by the EU for the children of its employees (Leaton Gray, Mehisto and Scott, 2018). Since their establishment in the 1950's, the European Schools have presented 'a distinctive way of experiencing the European dimension in education' (Tulasiewicz and Brock, 2000: 34) and have aimed to preserve children's national identities, cultures and languages as well as to develop students' sense of European identity (Savvides & Faas, 2016).

This paper draws on a multiple case study of three European Schools funded by the Economic and Social Research Council (ESRC) in the UK that looked at how three of the European Schools incorporate a European dimension in education though ethos, curriculum, pedagogical approaches and socialisation processes. The study also looked at students' sense of national and European identity and attitudes to 'others'. Eight semi-structured interviews and 20 focus groups were conducted with students aged 16-18 across the three schools. Thematic analysis was used to analyse the data, which was informed by the idea that identities are shifting, contingent, context-dependent, multiple and hybrid and are discursively negotiated and renegotiated through interaction.

I discuss key aspects of the European dimension in education at the schools and provide insights into students' European and intercultural experiences, their sense of national and European identity and their attitudes to cultural 'others'. I discuss some of the factors that shape students' identities and raise questions around the appropriateness of a Eurocentric education system in an increasingly globalising, cosmopolitan world. I argue for a focus on intercultural education, citizenship and identity (Byram, 2008; Jackson, 2011) and propose ideas for new research.

Global citizenship in motion: Comparing practices and policies in German schools worldwide

Simona Szakacs (Behling)
Georg Eckert Institute for International Textbook Research

Global citizenship is currently a hot topic in international education research that takes transnational dimensions in education seriously. This contribution will report initial findings from an ongoing comparative study investigating how policies and debates invoking global citizenship ideals (e.g. social justice, environmentalism, diversity & inclusion, active participation in global communities) are variously engaged with in the daily practices of German Schools Abroad (Deutsche Auslandsschulen, DAS) around the world. Through a comparative design involving qualitative field research in six DAS in Asia, Africa, North-, South- America, and Europe, the wider project this paper builds upon asks: How do students and teachers in DAS in different parts of the world creatively appropriate - or challenge - global citizenship in their daily practices? Methods of data collection include participant observation in schools, interviews with teachers and other staff, group interviews with students, and analysis of documents and educational media (curricula, education policy documents, textbooks, apps and other digital media used or produced in class). By comparing not countries but schools with similar ideals and structures across different local contexts (i.e. Johannesburg, Buenos Aires, Silicon Valley, Seoul, Dublin and Cairo), the project aims to offer an empirical example of how 'methodological nationalism' (Beck & Sznaider 2006; Wimmer & Glick Schiller 2002) might be tackled in comparative education. The concept of 'transnational education space' borrowed from the sociology of migration (Faist 1998) and used in education by Adick (2005) and Hornberg (2014) will be called upon in

making sense of the complex points of overlap between the local, doubly-national, and international contexts in which DAS are embedded. Finally, the paper aims not only to present initial findings from this broader project, but also to interrogate these findings' meaning, to critically appraise their implications for our currently changing educational world, and, finally, to anchor them in current theoretical debates in comparative education – most notably within discussions about the local contextualization of global norms.

Navigating between global and European identities: the European Union's conceptions of citizenship following the European migration crisis

Yuval Dvir, Paul Morris & Miri Yemini
UCL Institute of Education

This study examines, within the context of the European migration crisis, the conceptions of citizenship embodied within the European Union's (EU) current education policy. Education policy makers often refer to Global Citizenship (GC) and its associated constructs as a means of mediation and integration when responding to large-scale migration changes. Nevertheless, the EU has been actively promoting a conception of European Citizenship in its education policy for nearly four decades. While the inclusion and acceptance of migrants and minorities from outside the EU provides the de-jure foundational building blocks for a European citizenship, in de facto terms this has not materialised. The EU is a prominent player in coordinating the responses to the massive inflow of refugee-migrants into Europe, thus the particularistic conception towards citizenship and future integration which is embedded in its policy, carries significance. We explore, identify, analyse and compare the different conceptions of citizenship traced in EU education policy documents and websites as they navigate their way between these different conceptions of citizenship. Our analysis demonstrates that the EU's conception of refugee-migrants is more closely affiliated with an essentially exclusionary conception of 'global' citizens rather than with that of European citizens. Furthermore, we suggest that the EU distinguishes between various migratory flows, namely internal-European, desired external-European and undesired external-European (refugee-migrants), each represented with a distinct citizenship conception as well as related policy measures. We present a comprehensive analysis of the alternative conceptions identified, and codify specific types of GC related to the migration crisis. We then discuss implications of the findings and relate them to the contemporary literature in this field. In light of large incoming migratory flows to Europe since 2015, the particularistic conception of citizenship shaping the EU's educational policy carries considerable implications for the future integration of refugee-migrants in Europe.

Prospects and perils: Differences in perceptions of global citizenship education among teachers from different education sectors in Israel

Heela Goren & Claire Maxwell
University College London

Miri Yemini
Tel Aviv University

Over the last few decades, global citizenship education has become a widespread educational trend in many countries around the world and sparked a vast scholarly interest (Gaudelli, 2016; Myers, 2016). This phenomenon is a form of internationalization, and is usually framed as a response to globalization, immigration and technological developments which facilitate exposure to the world (Goren & Yemini, 2017). In 2014, UNESCO announced its 2030 sustainable development goals for 2030, which specifically refer to GCE as one of the organization's main points of focus for the coming years, particularly concentrating on its potential for minimizing extremism and mitigating conflict.
The manifestations of GCE in different countries, areas, and even schools is highly diverse, with large gaps existing between policy and practice, and between different practitioners in the field (i.e. teachers and principals) (see Goren & Yemini, 2017 for a review). Studies exploring the implementation of GCE in schools often highlight the important role of teacher agency in this field. Teachers' perceptions and stances profoundly impact GCE's outcomes even if the school or national education policy explicitly mentions GCE as a priority – and more so in contexts where this is no clear position taken nationally or institutionally (Reilly & Niens, 2014; Schweisfurth, 2006).
In Israel, which has a highly divided education system- most notably separating Jewish Religious, Jewish Secular, and Arab students- global citizenship education has not received any formal recognition by the Ministry of Education, in spite of the unique advantages it may offer in conflict ridden, multi-cultural states.
The current research utilized a comparative grounded theory analysis of twenty semi-structured interviews to compare the perceptions of global citizenship education among teachers from the largest sectors in the Israeli education system- State-Secular, State-Religious (Jewish), and Arab (which includes Muslim and Christian students). The results reveal fundamental differences in the ways teachers from the different sectors perceive GCE, its goals, and its potential benefits and risks. These differences are not unique to the Israeli context and can shed light on the potential discrepancies in understanding and openness to GCE among minorities and marginalized groups in other contexts and highlight some of the ways in which religious (particularly Jewish and Muslim) discourses are perceived as supportive or contrary to global citizenship by teachers. This study highlights the importance of acknowledging context and culture when developing policy related to GCE, to take advantage of its particular benefits in a divided society.

Paideia: The educated citizen in the knowledge cosmopolis

Andreas Kazamias
University of Wisconsin- Madison

Today we live in a Knowledge Cosmopolis that has been characterized, int¬er alia, as (a) a techno- scientific society constructed on a new information technological paradigm, a culture of real "virtuality" and a "network society" (Castells, 1998), (b) a "masculinized world of high technology and finances and a neo-liberal market capitalist system (Stromquist and Monkman, 2000, Stromqust, 2002). and (c) a "philistine empire" informed by a "philistine ethos" (Furedi, 2004). In such a "dehumanized" Knowledge Cosmopolis, education, which emphasizes science, technology, engineering, mathematics (STEM) and instrumental rationality, is oriented more towards the formation of an entrepreneurial. Highly skilled and "philistine" homo economicus type of citizen, and less towards the formation of a critical homo humanus "cultured" type of citizen with a cultivated mind and soul. In the "dehumanized" Knowledge Cosmopolis education underemphasizes aesthetic knowledge, ethical dispositions and civic virtues, what I would call "paideia of the soul", the quintessential element of being a holistically educated democratic citizen. and of a "happy/good life", in Aristotle's famous aphorism, eudaimonia.

How history should feel: Empathy and normalization in Colombian textbooks

Paula Mantilla-Blanco
Loyola University Chicago

History textbooks often foster a given self-image, commonly stereotyped, that contributes to build a collective identity and to shape personal identities (Nascimiento Araújo & Sepúlveda dos Santos, 2009; Pingel, 2009). As identity-building processes are inevitably linked to the practice of "othering," social sciences textbooks simultaneously contribute to the individual's self-esteem and to the establishment of the borderlines of societies (Rossi Schmechel, 2017). Further, history textbooks' suggested "moral of the story" contributes to establishing a common, cohesive imagination, while connecting individuals to past events (Ghosh, 2014; Klerides, 2016). In conflict and post-conflict contexts, every feature attributed to the self or the other can give place to challenging consequences (Kiniklioglu, 2007). Such is the case of present-day Colombia. Focusing on textbooks' approach to instruction in values, this study explores textbook-sponsored views of the self in Colombian textbooks.
In violent contexts, the most problematic potential depictions of the self are the self as a victim and the self as an inherently violent. Constructing a victimized identity entails cultivating empathy, as "feeling empathy, one initially learns more about oneself than about others" (Brauer, 2016, p. 41). However, the need for a "usable past," specific enough to instill the motto "never again", but not so much as to hinder reconciliation, demands a certain degree of detachment from history (Bentrovato, 2016; Bentrovato & Schulze, 2016; Gellman, 2016; Korostelina, 2016). In this sense, determining the desired degree of sympathy that Colombian students "should" feel towards victims of the armed conflict, constitutes a question of efficiency. The question of "what amount of empathy should be fostered?" mirrors one of the major dilemmas of post-conflict history teaching, namely, "what amount of remembering is most efficient to reconciliation?" (Korostelina, 2016, p. 302).
Drawing on textual analysis, this study examines textbooks' references to values and how these are contrasted with information about Colombia's recent past. Preliminary results show that textbooks tend to contrast general statements about the current armed conflict, and the age of violence that came before it, with remarks about empathy, optimism, and kindness. However, statistics and assertions about particular armed groups are presented in an informative, emotionless fashion. Consequently, Colombian textbooks seem to foster empathy towards the victims of "the conflict," but not towards victims of specific actors of actions, thus depicting particular armed actors as inherently violent. This study of Colombian textbooks adds to our understanding of how history-based value instruction can shape post-conflict collective identities.

The political in remembering and teaching history: Introducing into the Cold War in a German and Swiss history classroom

Barbara Christophe
Georg-Eckert-Institute, Leibniz-Institute for International Textbook Research

Focusing on the enacted curriculum and comparing two video-taped lessons in a German and Swiss history class-room, the paper describes a fundamental dilemma history teaching in the plural memory cultures of our days is faced with especially when dealing with contested issues of the recent past. On the one hand, history teaching is obliged to the aim of proving how all stories to be told about the past are selective, partial and shaped by the perspective of the one who narrates. On the other hand, teachers are expected to bring about the miracle of presenting their students with historical narrations without imposing any perspective on them. Since even multi-perspective narrations are based on selection choices defining whose voice is to be heard and whose not, they can never really hope to live up to this challenge.
Pursuing a twofold agenda, the paper shows empirically how struggling with this dilemma leads to serious problems.
Analyzing the frames the two rather experienced teachers apply when teaching the Cold War, it firstly renders visible how they tell two completely different stories on the origin of that conflict marking different events as important and coming to different conclusions about the moral qualities of the main actors. While the German teacher refers to traditionalist frames, the Swiss teacher invokes revisionist ones. At the same time neither of them mentions alternative versions or reflects on the political inherent to their treatment.
Providing a close reading of dense moments of interactions between teacher and students, the paper secondly shows that both teachers' attempt at rendering invisible the political they inevitably invoke when presenting their story on the Cold War, makes it rather difficult for the students to even understand the

logic of the frames they are faced with.
Reflecting on these disturbing observations, the paper concludes that being transparent and reflexive of one's own inevitably political positionality is not only an imperative of fairness in the plural memory cultures of our days, it is also an indispensable instrument for fostering purely cognitive understanding.

Reflections on history education in Cyprus and UK: Similarities, differences, and limitations

Maria Georgiou
UCL Institute of Education

History education has hitherto taken a number of definitions, such as 'historical literacy', 'historical awareness', 'historical education' and 'historical consciousness' (Ahonen, 2005). In light of these different history education definitions, to which approaches do different countries subscribe to? In this paper, I will attempt to discuss this question by drawing on the example of Cyprus and the UK. The objective of this paper is to critically discuss the two countries' history education approaches, with the aim of pointing at limitations and implications in relation to curricula, textbooks, and teaching practices. For the purposes of comparison I will analyse the UK and Cyprus current curricula, while drawing on other policy-making documentation. In order to facilitate discussion, I will use three analytical questions. Firstly, how is history education defined in these two settings? Secondly, on what grounds do the two countries hopefully assume that these takes on history education can serve society and its citizens? Finally, what are the similarities and differences between the different approaches? I will show that, while the UK has taken a skills-focused approach, Cyprus has followed a narrative based approach. I will suggest that, both these approaches constitute limited paradigms; for this reason we need a kind of history that provides orientation, and one in which skills are used as part of a usable history.

Hong Kong identity in 'Chinese History' and 'History' in Hong Kong education

Liz Jackson & Jason Lin Cong
University of Hong Kong

During the colonial period, cultural ties between Hong Kong and Mainland China were partly severed. After the handover, the cultural character of Hong Kong has remained ambiguous (Helen, 1996; Blundy, 2016). History education has been used there to reconstruct Hong Kong identity (Vickers, 2005). However, Hong Kong's complicated political legacy leads to a unique feature of history education: the concurrence of two separate subjects on 'History' and 'Chinese History'.
Few researchers have focused on how history curriculum represents Hong Kong identity in the postcolonial era. This research aims to partly fill this gap by comparing textbooks for 'Chinese History' and 'History' in Hong Kong. Using qualitative content and discourse analysis, this study examines Hong Kong identity in the textbooks with a focus on 'latent content' (Fraenkel & Wallen, 2015). We find that in Chinese History texts, Hong Kong identity is defined and constructed as deeply rooted in traditional Chinese culture (especially Confucianism). In contrast, History textbooks represent Hong Kong from a historically British view, and identify and construct the cultural character of Hong Kong as outward-looking, global, liberal democratic, and firmly committed to human rights.
Based on these findings, we conclude that two different sense of Hong Kong, as outward- versus inward-looking are constructed. At the same time, whether Hong Kong is best characterised as Chinese or global/multicultural remains a key question students continue to face after receiving perspectives from both subjects. The educational implications of this complicated set of messages is thus analysed in this presentation, particularly the impact it can have on student development of civic and cultural identity.

Promoting friendship in the kindergarten

Marina Vasileiadou & Simoni Symeonidou
University of Cyprus

Our study takes the theoretical frameworks of Early Years Education (EYE) and Inclusive Education (IE) as a starting point and explores how it can inform a friendship development (FD) program addressed to kindergten children and its impact on FD and quality.
Therefore, we set to explore the following research questions:

1. How can the principles of IE and EYE inform a FD program addressed to kindergarten children?
2. How do children who participate in such a program engage in the process of FD?
3. What is the quality of friednships and wider social relations (if any) that have been developed in the context of such a program?

The FD program consisted of two parts; "Skills for Friendship" and "Valuing Diversity". The first part focused on the development of skills necessary for FD. The second part focused on developing positive attitudes for all children, especially those belonging in vulnerable groups. Each part of the program consisted of ten lessons conducted within ten consecutive weeks. A convenience sample was chosen from a public kindergarten in Cyprus, in which one of the researchers had easy access. Thirty eight children, (4 to 6 years old) attending Class A and Class B participated. Both parts of the program were implemented in Class B whereas only the "Skills for Friendship" part was implemented in Class A.
Data collection was twofold. One set of data concerned the program: program outline, lesson plans/materials/video-recordings etc. The second set of data concerned the participating children: sociometric measures; group interviews; observations during recess prior and after the implementation of the program; observations of already established friendships prior, and after the implementation of the program; observations of newly formed friendships.
Children's peer relations were positively affected. Data analysis revealed that children who exhibited peer difficulties gained at least one reciprocated friend during the implementation of the program. Quality measures

of newly formed friendships showed characteristics of positive social orientation, cohesiveness and control whereas for already established friendships revealed a decline in control and rise of cooperative behavior. However children in Class B who participated in both programs showed greater degrees of inclusiveness in their friendship selections.
This may be the first attempt to coincide IE with EYE research in the field of peer relations. It is expected that the success of this targeted program on promoting friendship will further conceptualize our thinking on the theory of peer relations in inclusive settings.

History education textbooks in Greek-Cypriot primary education: suited to explore the intersections of local, regional and global history, dialect and manage identities issues that arise

Myria A. Constantinidou
Ministry of Education

The presentation attempts to highlight how heterogeneities and identities are presented or depicted in the History Textbooks for Primary Education in Cyprus. Both textual level and visual representations identified and analyzed while the research aims to detect if differences can be found between the teaching tools themselves according to the school grade to which they refer.

Rooted cosmopolitanism: A theoretical tool for conceptualizing the ontologies between globalization, education, and citizenship

Joyce Kim
University of Cambridge

This paper explores the ways we can understand how the emergence of global competencies and their social cohesion and peacekeeping functions fits into the evolving dynamics between globalization, education, and citizenship, and why this is important. In a rapidly changing world, international organizations have recognized the importance of promoting values of global citizenship through education as a mechanism for social cohesion. Through policies and frameworks, these organizations have introduced multiscale efforts to incorporate these values within education systems around the world. For example, the OECD is creating a test section to measure "global competency" in the 2018 iteration of the Program for International Student Assessment (PISA). Examining the role of global competencies and their implications for citizenship provide an interesting site to challenge stagnated debates around reconciling the universal and particular when looking at the relationship between global processes. education, and citizenship. Many scholars, particularly in the field of sociology, have weighed in on debates regarding how the conceptualization of a global society affects what we teach and why we teach. However, mainstream debates have come to an "impasse" between static dichotomizations between the global and the local (Silova & Rappleye, 2014). Beyond this debate, sociologists of education have criticized recent analyses for making little headway in our theoretical and empirical understandings of the role education plays within a rapidly evolving world. Through a systematic review of prevailing schools of thought on the relationship of globalization and education, including world culture theory, world systems theory, critical theory, culturalist theory, and cultural political economy theory, I argue that adapting the concept of rooted cosmopolitanism from political philosopher Kwame Anthony Appiah, provides a useful framework to address the theoretical gap that arises from utilizing the framework of globalization when discussing the relationship between global processes and their effects on education and to reconcile tensions around the "universal" and the "particular". By doing so, I take an interdisciplinary approach to add to our understanding of the sociology of education in discourse often dominated by the lens of globalization.

Abiding by the curriculum: implications for inclusion

Eleni Damianidou
University of Cyprus

Even though following a fixed curriculum provides an accessible framework for an educational course and an end goal for teachers, curricula may have negative implications, too, because of imposed restrictions. Thus, restrictive and monolithic curricula may raise barriers to equal opportunities in education, because they discourage change and quell innovation and flexibility, which are prerequisites for the inclusion of disabled children. Thus the object of this study was to explore a) the extent to which equal opportunities in education are confirmed by the official curriculum in Cyprus, b) whether teachers abide by the given curriculum and c) what are the implications of abiding by the curriculum on inclusion. To this end, mixed-method research was conducted, based on the two-phase model. During the first phase, questionnaires were delivered to a representative sample of 536 secondary education teachers, in order to gather information regarding their general attitudes and trends, their commitment to abide by the curriculum and the implications of their behaviour on inclusion. During the second phase 21 Greek Philology teachers were interviewed so as to further explore and explain the findings from the first phase. The statistical analysis revealed that half of the secondary education teachers (49.6%) believe that school does not support equal opportunities in education for all children and thereby it is not inclusive. In addition, two-thirds of the participants (68.9%) believe that schools are not adequately prepared to welcome disabled children, even though accommodating disabled children's needs is a matter of distributing social justice. Moreover they believe that the educational system in Cyprus is dysfunctional (63.2%) and that the current curriculum does not permit initiatives because of being restrictive (66.9%). Ironically, despite the negative implications of curriculum restrictions on disabled children, half of the teachers admit that they always abide by the curriculum (50.9%). However, there is still hope for inclusion of disabled children in Cyprus, since the key-factor for change seems to be the teacher. Participants believe that teachers have the power to effect change, distribute social justice and establish inclusion, because they are the ones who decide what they will do in their own classroom (74.5%), despite the curriculum. As stated during the interviews, since

teachers have the freedom to teach texts and poems which are not included in the curriculum, they often choose material that fosters critical thinking and raises awareness towards discrimination, racism and injustice, resulting to students' inclusion.

Reforms in basic education in Colombia between 1994-2018

Maria Eugenia Navas Rios & Emperatriz Londoño Aldana
Universidad de Cartagena

Daniel Ruiz Navas
Institucion Educativa Colegio Mayor de Bolivar

The educational challenges in the knowledge society are different of the previous societies (industrial, financial, agrarian) Likewise, the role and place of education have been modified
The objective of this work was to investigate, how the governments in Colombia, since their educational policy, have prepared or are projected to meet these new demands, at the basic level, and the role that they have given to the school.
This is a qualitative research supported by the analysis of documents, and it is comparative between one government and another, and their respective national development plans, between 1995 and 2018.
Theorists such as Coll (1998), express the need to transform education, opting to determine the role of the school, through a social contract that defines specifically the functions of this, which can and should be assumed exclusively, which in collaboration with others and what functions do not correspond it
Tedesco (2011) refers to the transformation of 21st century basic education supported by two main pillars: learning to learn and learning to live together, which affect both the management and institutional organization and the design of the curriculum and its development
For these transformations to take place, educational reforms are required as a result of education policies and regulations in each country.
In Colombia, in 1994, Law 115, General Law of Education was promulgated; framed in it, in each presidential period, a development plan is presented directing the reforms and educational changes:

1995-1998 "The time from the people"
1998 -2002 "Changes to build Peace"
2002-2006 "Towards a Community State"
2006-2010 "Community State development for all"
2010-2014 "Prosperity for all"
2014-2018 "All for a new country".

Found:

- •Education as a key factor in each plan, aiming at coverage and quality, as a common feature in all development plans
- •The development of the curriculum based on competency training through the mandatory application of official documents designed in each presidential period.
- •The role assigned to the school includes the responsibility of forming "citizens for lasting peace and for an equitable society with a sustainable economic development".

It is a strength that in Colombia is clear the fundamental role of education for the development of the country, however, it is necessary to determine the functions of each of the entities that make up society, including the school, in the formation of "citizens for a lasting peace and for an equitable society with sustainable economic development".

Saying goodbye to the strong state? Educational decentralisation initiatives in developmental states

Floor (Flora) Maaskant
UCL Institute of Education

The paper investigates the influence of decentralisation reforms in education in two 'contrasting' developmental states, namely Hong Kong and Singapore. In both countries the state has been heavily involved in macro and micro economic planning in order to promote economic growth (Hayashi 2010). An important contributor to this rapid economic development has been the investment in human capital (Lee and Gopinathan 2015) through educational planning and policies (Law 2009). Interesting in this aspect, is how both countries have seen multiple educational decentralisation initiatives over the years as these reforms do not come without risks and could potentially undermine the influence of the state (Hanson 2006). Hence, economic growth could potentially be negatively affected. The objective is to understand how decentralisation initiatives within developmental states can be explained answering the question: 'Why have decentralisation reforms been proposed and implemented in the education systems of Hong Kong and Singapore?'
This research draws upon the literature on developmental state theory contrasted to neoliberalism, education and state formation, and decentralisation to investigate the influence of decentralisation reforms in education linked to economic development. Three different forms of decentralisation identified by Hanson (2006) – deconcentration, delegation and devolution – are used to explain the motivation behind the decentralisation reforms in secondary education in Hong Kong and Singapore from the 1980s onwards.
The used method is contrast of contexts (Skopcol and Somer 1980). Although the countries share several important commonalities such as a shared colonial history, educational decentralisation in both countries largely differed. The data used to investigate this issue has been gathered a document analysis of primary resources such as press releases and policy documents and secondary resources to complement where needed.
This paper has shown that decentralisation is mainly but not necessarily solely economically motivated. By wisely choosing a suitable form of decentralisation whether it be deconcentration, delegation or devolution, a state can retain different levels of control over the specific decentralised tasks and/or responsibilities depending on the form of decentralisation. Like a very active state is more likely to opt for delegation in favour of devolution in fear of losing its influence. Additionally, it has shown that the developmental state theory and neoliberalism aren't mutually exclusive. They can be used simultaneously to explain a country's economic development in the sense that developmental states can, to varying degrees, carry neoliberal features. This, however, also reflects in the political beliefs and perceptions of a state and thus the forms of decentralisation.

Socio-cultural identity and PISA attainment: An exploration of the Finnish and Chinese cases

Jennifer Chung
St Mary's University

Jun Li
Western University

This article aims to tackle socio-cultural factors that have impacted on student achievements, explaining the Finnish and Chinese "miracles of education" measured by the Programme for International Student Assessment (PISA). Additionally socio-cultural factors also affect teacher performance and their professional identities. The rapid turnaround in "cross-national attraction" (Phillips & Ochs, 2004) from Finland to, more recently, East Asia highlights the "quick fix" (Noah, 1984; Phillips & Ochs, 2004) approaches to education policymaking and uncovers the lack of attention paid to socio-cultural factors influencing education systems. The "pick 'n' mix" (Morris, 2012) approach to education policy reform ignores the fact that educational "practices exist in ecological relationships with one another and in whole ecosystems of interrelated practices" (Kemmis & Heikkinen, 2012, p. 157). The country of Finland and Chinese cities and territories such as Shanghai and Hong Kong score well in PISA, and thus have drawn attention from education policy makers worldwide. However, Finland and China have socio-cultural attributes, such as sisu and Confucianism, respectively, which promote a strong educational culture. Despite these similarities, there are also wide disparities between the countries' socio-cultural and educational identities. The "(mis)use" (Chung, 2016) of PISA scores to fuel political agendas necessitates a heightened awareness about the potential for and dangers of education policy borrowing. These "quick fix" policy solutions overlook the socio-cultural elements of a country, so influential on education systems. Therefore, a thorough understanding of a country's socio-cultural identity is necessary before exploring the export (Chung, 2017) of education policy. The authors utilise both empirical data analysis and documentary analysis (e.g. McCulloch, 2011; Owen, 2014) to draw conclusions about the socio-cultural identities within Finland and China. It also analyses empirical data gathered from Finland with the use of grounded theory (Cohen et al., 2007; Punch, 2009), which allowed for data to emerge and to give rise to subsequent theories. These theories and findings rose out of the systematic collection of the qualitative data through semi-structured interviews (Cohen et al., 2007). This article argues that a country's socio-cultural identity plays a large role in influencing its education system, teachers, and subsequently, PISA scores. The interest in borrowing Finland's education policy, and rapid change to East Asia after the 2012 PISA scores were released, illustrates the cherry-picking and piecemeal approach (Morris, 2012) to policy learning taken by politician and education policy makers, rather than viewing educational change holistically and as a long-term process.
Sen and Bourdieu: A Holistic Framework to Address

Social justice in education?

Maria Manzon
The Education University of Hong Kong

This paper aims to test a set of arguments in favour of integrating the philosophical approach of Amartya Sen with the sociological approach of Pierre Bourdieu. Concretely it proposes an analytical framework that draws on the capabilities approach (Sen, 1999) and on Bourdieu's theory of social practice (1984). Both approaches analyse social justice in education but with different emphases. Sen looks at the intrinsic ends of human existence; Bourdieu at the instrumental means. While both theories are concerned with critiquing social injustice, Bourdieu analyses inequality; Sen seeks meaningful ways to remedy it. The paper will use philosophical argumentation as its method. It will describe the main aspects of both approaches and list their strengths and weaknesses. It will then discuss the pros and cons of integrating Sen and Bourdieu into an interpretive framework. The proposed framework will be applied to the context of parent engagement research for illustrative purposes. It will seek to elucidate how the integrated perspectives of Sen and Bourdieu may achieve a richer and more holistic understanding of the involvement of multidimensionally poor parents in their children's education compared to previous frameworks.

(Self-)Explorations of teachers' professional identities in a cross-cultural comparative ethnography

Bettina Fritzsche
PH Freiburg

In comparative education, the gaze at "the other" and a reflection of (assumed) differences between the "self" and the "other" is constitutively anchored. Referring to a comparative ethnographical project on teacher-student relationships I want to explore the consequences of such negotiations of difference for an analysis of teachers' professional identities. In the project, which was conducted in two primary schools situated in London and Berlin, inspired by Spindler and Spindler (1993) a reflective-responsive approach was used, which allowed to involve the research subjects in the process of comparing. On the basis of reciprocal visits and video recordings from the respective other schools reflective-responsive interviews were conducted.
In my talk, referring to debates related to the crisis of representation in ethnography, as well as on approaches developed in comparative education and in qualitative evaluation research, the reflective-responsive approach will be introduced and discussed in relation to an exemplary interpretation. It will be argued, that this method implements a "reciprocal gaze" (Tobin 2001, p. 125) in research, which involves new perspectives on the respective "other" as well as on the "self". My analysis of the consequences of the reciprocal gazes initiated by the reflective-responsive approach is inspired by Judith Butlers' theory on recognition. Butler argues that there would be no self before the encounter with the other, or in other words, no self is imaginable independent from the other. At the same time, the encounter with the other is inevitably

accompanied by a transformation and thereby a destruction of the 'old' self, or the old other (Butler 2005, 26f). Based on those reflections I will explore the professional perspectives of the involved teachers articulated during the reflective-responsive interviews and analyse the benefit of this method in order to analyse professional identities. Finally it will also be argued that the relationship between the researcher and the research subject must also be understood as a process of recognition that cannot be unimposed, and can never be completed.

What the United States education system can learn from Cuba: The need for critical border praxis

Timothy G. Cashman
University of Texas at El Paso

Critical border dialogism (Cashman, 2015) is considered integral for transnational understandings and potential conflict resolution between Cuba and the United States (US). Research follows on Lutjens' (2007) recommendations for learning from Cuba's experiences, including lessons about social theory, critique, and praxis in the Cuban educational setting. In this case study the researcher seeks to answer the following research question: "How can US educators learn from the perspectives of their peers in the Cuban educational system?"
Gruenewald (2003) argues that critical, place-based approaches influence assumptions, practices, and outcomes. Border pedagogy involves a recognition and understanding of margins as affected by history, power, and difference. Moreover, an individual must contemplate historically and socially constructed limitations to become a border crosser who has developed new understandings of others (Giroux, 2005). Educators' responsibilities are influenced by their country's historical background, sociocultural conditions, and government policies. In Cuba, education is the social institution that follows the Jose Marti's notion of "To educate is to free." According to Cuban educators, this ideal serves as part of the national identity.
Cuban university educators of pedagogy were interviewed and surveyed. Interviews were conducted both individually and in focus groups. Research methodologies followed Stake's (2000) model for a substantive case study. Interpretive explanations of observations, interviews, and archives were developed (Creswell, 2007), and data analysis followed thematic analysis (Glesne, 2011). Research followed Yin's (2003) recommendations for considering local meanings and foreshadowed meanings.
Interviews, focus group sessions, and observations took place in school sites in and around Havana, Cuba.
Categories of data that emerged were the following:

1) curriculum emphasis
2) discussions of U. S. international policies, and
3) comparative perspectives of government and society

Cuban educators maintained the US and Cuba should conduct educational exchanges and communications to better deliberate on approaches for conflict resolution. Tensions between the two countries have been part of the everyday lives of educators and their students alike. Moreover, Cuba and the US share a common history. Cubans had hoped for recognition from the US during its revolt against Spanish rule, as colonial Cuba played the role of a key site for the transport of supplies to modern disagreements, including the US trade embargo and treaty issues, there have always been important contacts between Cuba and the US. The list of US historical figures admired by the Cuban people includes Abraham Lincoln, Malcolm X, and Martin Luther King, Jr.

Practitioner-Parent Partnerships: Rethinking roles and developing relationships

Maria Kambouri-Danos
University of Reading

Myria Pieridou
Open University UK

The project presented here was funded by The Froebel Trust and aspired to develop, implement and evaluate a series of partnership sessions specifically designed for early years practitioners and parents. Even though partnerships have a solid theoretical background and are supported both rhetorically and by legislation by the Department of Education in the UK, research has shown that practice often falls short of the partnership ideal. Founded on key elements of the Froebelian pedagogy, such as 'living with children', the partnership sessions provided the enabling environments and invited practitioners and parents to work together, think about their roles and develop relationships of trust. The overall aim was to help practitioners and parents work collaboratively and enhance children's opportunities to learn and develop through a holistic practice approach. During the sessions, the two groups were engaged in hand-on activities and discussions around issues of identity, equity, intensification of parenting and the importance of the relationships between children, family members and practitioners. Their common objective was to identify and explore the idea of 'partnerships' in early years, their enablers and barriers, as well as the key features for a model for early years education that aims to promote and strengthen the parent-practitioner partnership. After careful consideration of ethical issues (informed consent, confidentiality, anonymity, participants' rights), data was collected using pre and post-questionnaires with all participants, as well as face to face interviews and focus groups with some of them in order to explore personal experience in more depth. This presentation will focus mainly on the results deriving from the interviews, as findings indicate that often practitioners and parents need to rethink their own roles and values when working together for the children's best interest. The study concluded that both parties need to invest time and recognise that 'effective partnership' is a two-way process which requires engagement and dialogue in order to be able to develop meaningful relationships of trust. In addition, the study contributes towards the identification of elements that facilitate the development of partnerships between practitioners and parents, which allow for a deeper understanding of their changing roles in contemporary contexts.

Strategies for encouraging creativity in preschool aged children

Eudjen Cinc, Tanja Nedimovic
& Aleksandar Stojanovic
West University Timisoara - Preschool Teacher Training College Vrsac, Romania

Research results indicate that the creative production of children at the preschool age is prominent and is expressed in various areas, but latter, as they grow older it decreases. During the young age planned experiences in the process of creative thinking and the application of materials which are used in the process of creative thinking are particularly important. The problem which this paper addresses is which strategies of the encouragement of creativity effectively contribute to the development of creative potential in young children. The research topic is the preschool teachers' beliefs on the effectiveness of two didactic and methodic strategies for encouraging creativity in preschool aged children: one individual (strategy of the control sheet) and one group strategy (brainstorming). A total of 115 preschool teachers from the Autonomous Province of Vojvodina participated in the study. The results indicate that preschool teachers have a more positive attitude towards the strategy of brainstorming. Furthermore, the frequency of usage of these two strategies in everyday work was measured. The preschool teachers beliefs about the brainstorming strategy and control sheet strategy did not change in relation to the educational group in which they work, their work experience nor their level of education. The preschool teachers who participated in seminars on working with gifted children and encouraging creativity had more positive beliefs about the effectiveness of the brainstorming strategy in comparison to the preschool teachers who did not participate in the aforementioned seminars. Furthermore, the preschool teachers who participated in the seminars more frequently used the brainstorming technique in their everyday work in comparison to those who did not. The situation was similar with the control sheet strategy. The preschool teachers who participated in the seminars had a more positive attitude towards this strategy than those who did not. Apart from this, the preschool teachers who participated in the seminars used the control sheet strategy more frequently in their everyday work in comparison to those who did not participate in the seminars. The results of the study indicate that preschool teachers who participated in seminars in the area of work with gifted children and creativity encouragement had more positive beliefs and more often used individual and group techniques for encouraging creativity in preschool children. Indirectly these results indicate the need for a different preparation of preschool teachers during the initial (formal) education, as well as the importance of continuous professional development (formal and informal) of the existing professionals in preschool institutions in Serbia. This would be done with a goal to increase the preschool teachers awareness on the importance of modern didactic strategies and methodic strategies for the encouragement of creativity of children at an early age and their application in the work with preschool children.

Gender reproduction or gender transformation? A child-centred approach to gender and teacher-child interactions in Scottish and Chinese Early Childhood Education and Care (ECEC)

Yuwei Xu
University of Portsmouth

Michele Schweisfurth
University of Glasgow

This presentation will present findings from a larger research project that investigates gender and its influences on teacher-child interactions in ECEC settings in Scotland and China. Adopting a poststructuralist theoretical framework of gender, the project used semi-structured interviews and pictorial conversations to explore both teachers' (n=34) and children's (n=280) gender subjectivities. Additionally, the project observed teachers' and children's gender 'performances' in their daily interactions with each other. Both teachers' and children's gender subjectivities and performances are examined with references to a variety of discourses that are either specific to or shared by Scottish and Chinese cultures.
This presentation will focus on one of the shared discourses of child-centredness that shapes teachers' pedagogical values and practices in the research. Being a key ECEC pedagogy that is appropriated globally (Campbell-Barr, 2017), child-centredness is reflected in governmental ECEC frameworks in both Scottish and Chinese cultures (The Scottish Government, 2008; Ministry of Education of the PRC, 2012). However, it is indicative from this research that child-centredness is interpreted differently by Scottish and Chinese teachers (Schweisfurth, 2013; Georgeson et al., 2015). For Scottish teachers, child-centredness is framed by the discourses of individuality and democracy, and children are viewed as unique individuals who also enjoy the democratic rights to be 'gender-flexible' (Georgeson et al., 2015). For Chinese teachers, however, child-centredness is more of a normative discourse that perpetuates strong influences from developmental theories (Adriany & Warin, 2014; Georgeson et al., 2015). For instance, the Guideline to the Learning and Development of Children Aged 3-6 was frequently cited by Chinese teachers when they articulated how they support children's needs. Chinese children's gender development as suggested in this research, thus has been attempted by teachers to be normalised in accordance with dominant gender discourses.
This presentation argues that both Scottish and Chinese teachers need to understand and practice child-centred pedagogy in a way that enables opportunities for challenging gender stereotypes and transforming gender norms. It also argues for Scottish and Chinese teachers to understand child-centredness as interactional pedagogy (Schweisfurth, 2013) that focuses on both children's and teachers' agency and mutual influences in promoting a gender-diversified ECEC environment. This will hopefully open up opportunities to and facilitate the reaching of full potentials among children and teachers and ultimately, be beneficial to quality ECEC that is defined by Sustainable Development Goal (SDG) 4 as inclusive and equitable for all (United Nations, 2015).

Social justice in the classroom: What teachers should and be able to do

Jia Li Huang
National Taiwan Normal University

Objectives
Since the adoption of the Universal Declaration of Human Rights by the United Nations in 1948, reaffirming dignity and equality for all human beings has become the general principle for world liberty. A closer examination shows, however, that the concept of "justice" differs, it may include "equity" that considers individual needs, abilities, contributions, or merits when distributing different or unequal resources; it may refer to "fairness" in "treating differences differently"; it may also refer to the "equality" of mathematically average distribution in quantity. The various concepts of "justice" have guided each nation in their policy planning on education, but in the end, they all aim for everyone to be treated fairly and have their dignity respected by others. However, as education policies hail social justice, how exactly can students be treated fairly by their teachers in class? The research objective is thus to study what teachers should know and be able to do in classroom.
Therefore, the research question will focus on: What does "social justice" mean in the classroom? What should teachers know in order to implement social justice in the classroom? In the course of training teachers, how can future teachers are trained so that they will implement the concept of social justice in their classrooms?
Perspective
Based on the theories of Young's "Difference Principle" and Sen's "Capability Approach", during the course of education, the only way for students from different backgrounds to achieve personal freedom through their understanding of oppression and domination within the social structure, is for the teachers to respect the differences in different backgrounds and to recognize that individuals will have differences in learning capacity due to their group culture or value (McDonald, 2005; p. 422, 2007, p. 2056). In addition to recognizing the learning differences, Giroux (1992, p. 99) pointed out that teachers should not accept wrong information or consensus blindly, and both teachers and students should think critically about issues like their epistemological standpoint, how knowledge is produced, and how knowledge is transformed by oneself, others, and the world to create an environment that simulates the real situation.
To let teachers possess the skills in social justice pedagogy, during the course of their training, Cochran-Smith, Gleeson, and Kara (2010) suggested that the value, belief, and ideal in the "teaching of social justice" should be part of the professional skills of teachers in training will be discussed.

Methods and Data sources
1. Theoretical analysis: Adopting the views in I. Young's Difference Principle and A. Sen's Capability Approach to study the concept of social justice in the classroom.
2. Literature review: Reviews the responsibilities and capabilities teachers today should possess to implement social justice and design the courses for teachers in training. For example, in 2005, the European Group for Research on Equity in Educational System used liberty in social equality.

Conclusions
1. The concept of social justice in the classroom that teachers should be aware of.
2. The contents teachers allowed to do in order to implement social justice in the classroom?
3. Develop training courses for teachers that can implement social justice in the classroom.

Social justice and teacher education: What can TALIS teach us?

(Kent) Sheng Yao Cheng
National Chung Cheng University

Along with the upcoming global competition of PISA, OECD started to conduct another international survey from the perspectives of teachers and principals titled The Teaching and Learning International Survey (TALIS) since the year of 2008. Unlike PISA focuses on the students' achievement, TALIS keeps an eye on teaching force and the quality of teaching. Along with juxtaposing the research findings with PISA, TALIS aims to analyze the teacher supply and demand, teaching conditions, teacher preparation and development, teaching practices, school leadership and school climate, appraisal and feedback, and teacher self-efficacy among junior high school teachers and principals around the world. Along with the global competition, TALIS also focuses on the issues of social justice and teacher education. To aim at it, the principal investigator first reviews the theoretical background of teacher profession, teacher education, social justice, and current struggles related to social justice and teacher education. Secondly, the researcher analyzes the most salient findings of TALIS 2013 including recent economic downturns, shortage of personnel and materials, and equitable teacher distribution. For instance, in 13 out of 34 jurisdictions, experienced teachers were much less likely to work in schools with more disadvantaged students. Finally, the author highlights the teaching force and the quality of teaching that represent the social justice and teacher education. Moreover, the researcher hopes that TALIS can provide us some suggestions to overcome the struggle of educational inequity and global trends to social justice from teacher education.

Money versus the Soul: Neoliberal economics and teacher professional identities in post-Soviet Russia

Elena Minina & Maria Yunilainen
Institute of Education, Higher School of Economics

Drawing on the case of Russia's post-Soviet education reform, the presentation explores the origins, evolution and effects of grassroots resistance to educational commercialisation among Russian school teachers. Building on discourse studies and policy borrowing frameworks, the analysis demonstrates how the market values of competitive individualism, material profit and entrepreneurship were left under-conceptualised in the official post-Soviet reform narrative and consequently rejected in the pedagogical discourse in favour of domestic values of egalitarianism, collegiality and moral education (vospitanie). By way of illustration, the presentation examines teachers' interpretation of the neoliberal concept of the teaching profession as a 'commercial service' vis-à-vis the indigenous concept of 'putting one's soul into teaching.' The analysis unpacks the cultural logics of resistance to education as 'service,' shows how it is maintained and normalised in the pedagogical discourse and briefly discusses specific historical interpretative frames that continue to serve as a discursive backbone for teachers' resistance to educational commercialisation. The analysis further shows how grassroots resistance trickles up into the official discourse, undermining the legitimacy of the ongoing market-oriented reforms in education and triggering a tangible policy backlash. The analysis draws on thirty in-depth interviews and six focus groups with school teachers conducted in Moscow and Rostov-on-Don throughout 2017. The evolution of resistance is traced on the basis of policy discussions on teacher forums and in popular media throughout 2000-2017. The official discourse is reconstructed based on official policy statements, normative documents and education laws from 1991 to 2017. The presentation concludes with a discussion of the role of the state in transmitting neoliberal policy ideas to the teacher community and the trickle-up effect of cultural resistance on the reform process and policy formation in Russia, post-Soviet contexts and beyond. Theoretically, the analysis feeds into the scholarship on the interaction between borrowed reformatory solutions and indigenous culture and pedagogy in the process of neoliberal educational modernisation, highlighting the workings of the 'trickle up' effect in social policy formation.

Team co-teaching: A "tool" for teachers' professional development and the improvement of students' academic performance and social interaction in an inclusive classroom

Emily Polydorou & Simoni Symeonidou
University of Cyprus

Inclusive education is increasingly recognized as a toll that can be used to combat inequalities and help shape individual identities. It respects the rights of all students in education, and appreciates the development of their personalities through quality education that will help them achieve academically, socially, and emotionally (Obiakor, Harris, Mutua, Rotatori & Algozzine, 2012). Although inclusive education is supported by the Convention on the Rights of Persons with Disabilities (United Nations, 2006), the European Union (European Commision, 2010) and academics all over the world (Barton & Armstrong, 2001; Rioux, 2002; Booth, Ainscow, Black- Hawkins, Vaughan & Shaw, 2000; Liasidou, 2012), its implementation is still a challenging process. Co-teaching is considered an approach that promotes quality teaching and learning in inclusive settings, and it is interrelated with differentiated instruction (Murawski & Hughes, 2009; Prizeman, 2015; Dev & Haynes, 2015).
The present study was conducted in Cyprus, and it aimed to explore how team teaching, a form of co-teaching, between a general and a special educator can contribute to the improvement of the academic performance and the social interaction of all students. In addition, it aimed to understand how the teachers' interaction can enrich their knowledge, attitudes and skills, contributing to their professional development. Finally, the study explored to what extend team teaching can respond to the principles of differentiated instruction. In general, it was focused to the theoretical background of inclusive education (Barton & Armstrong, 2001).
A qualitative research methodology was followed to examine the development and implementation of team teaching between a general and a special educator in a primary school class in Cyprus. The two educators were involved in curriculum development in language, and they designed twenty differentiated lessons. They engaged in team teaching in a primary school class with 21 students (11 boys and 10 girls), aged between 7-8 years old. Data was collected both from students and teachers. A content analysis of the data is now in process (Mayring, 2000).
The discussion of the findings focusses on identity development through team teaching. First, we elaborate on how team teaching helped teachers shape their professional identity by considering each other as equals with differing backgrounds. Second, we explain how team teaching enhanced the development of positive personal identities for all children, given that it respected their individual differences, their learning styles and interests.

Teacher's perception about their educational needs, the effectiveness of their training and their motives for participation in lifelong learning activities in Greece

Konstantina Kiriatzakou & Athina Sipitanou
University of Macedonia

The aim of the study is to investigate teacher's educational needs in terms of their teaching work, their scientific composition and evolution and to identify the degree of frequency and the reasons for their participation in training programs. The survey focuses on Primary and Secondary Educational teachers of all specialties across the Greek territory.
556 teachers completed the questionnaire. The first part of the questionnaire consists of 15 questions and concerning demographic factors. The second part of the questionnaire refers to lifelong learning and participation of teachers in training programs. Specifically, the first question concerns the optional participation in seminars and training programs as well as the number of seminars-programs attended by the teachers of the sample during the previous school year. The second question concerns the preferences of teachers regarding the forms of training. The third question investigates the main thematic programs that teachers participated and their satisfaction from them. The fourth question investigates teacher's perception about the effectiveness of the training programs-seminars that took part in various areas of the educational process. The fifth question refers to the teacher's educational needs and the sixth question investigates the motives of attending training programs. From third to sixth question all items employ a 1 to 7 response scale.
The majority of teachers have attended training programs - workshops during the previous two years (95.4%), while only 4.63% has not attended a training

program over the past two years. Regarding the participation in training programs with specific thematic units over the past two years, higher participation rates are observed in new teaching methods (32.9%) and New Technologies (ICT) (31.1%). The themes of the Teaching Methodology (27.6%) and the Addressing of Learning Difficulties (27%) follow. Low participation rates are observed in the training programs on stress management strategies (7.5%) and the topics related to the evaluation of the teaching process (9.8%) and to the student's evaluation (10.7%). Regarding the effectiveness of the training, the majority of the sample considers that the training has contributed significantly to their educational work. Teachers also want to take part in training courses related to pedagogical and psychological issues and much less to courses related to the administration of education. Finally, teachers participate in training courses for their professional and personal development and much less for their professional evolution and personal pleasure (i.e. to meet people etc).

Educator identity in an insecure educational environment

JP Rossouw & Elmaré Mong
North-West University

It is widely accepted that most aspects related to the nature and quality of an education system are closely linked to the contribution, either positive or negative, of the educator in the system. Educators operate in their professional capacity within the South African legal framework, and are subject in their service delivery a wide spectrum of legal principles that guide their actions. The purpose of the study was to determine the way in which a lack of security influences the forming of educators' identities as professionals.
This paper points out, alternately from a fundamental rights and a labour law perspective, that educators' work life, and more specifically their fundamental labour right to security, is not properly upheld by the relevant authorities. The paper entails a meta-synthesis of the findings of twelve postgraduate studies completed over the past decade, all forming part of a central project on educator security. A variety of foci, research sites, types of educators were included in these studies, including beginner-educators, early childhood educators, educators who have to cope with serious misconduct by either learners or fellow educators, and union activists.
Argued from an identity point of view, the paper points out how educators, despite being regulated (and, in theory, protected) by a full range of legislative provisions in the South African legal framework, struggle to form positive identities within an insecure education system. During a meta-synthesis of the studies, four broad categories emerged according to the way in which the matters related to the various stakeholders influence educators' security and educators' identities as professionals. These stakeholders were respectively the educator, learner, union and employer (and principal). From an extensive set of data, a selection from the meta-synthesis for the purpose of this paper, the focus will be exclusively on the educators' legal proficiency. We found that educators seriously lack the required basic knowledge of the law that will enable them to effectively cope with the demands of their profession, at least regarding the application of legal principles. In a rapidly developing human rights culture, as is witnessed in South Africa, this lack of expertise creates legal risks and uncertainty amongst educators, leading to a general experience of insecurity. We argue that, in the quest of forming a positive identity as professional, an educator needs sufficient knowledge of the legal principles regulating his or her profession.
The paper concludes with a number of recommendations to various stakeholders, including the educators themselves, to enhance educator security and identity forming in selected environments. Though we do not generalise from the qualitative empirical research in these studies, these guidelines may be of value to those educators that strive towards developing positive identities for the benefit of individuals, schools or the public education system.

Urban secondary Physical Education teachers' careers and professional identities

Panos Constantinides
Frederick University

The purpose of the study was to investigate the factors that influenced urban secondary Physical Education teachers' careers and professional identities, through the theoretical perspectives of teacher efficacy, teacher career development and colleagues' and others' opinions. The participants were 12 Physical Education teachers (5 males and 7 females) who were working in middle schools in Nicosia, Limassol and Paphos, in Cyprus. For the purpose of the study, data collection included qualitative procedures and methods, such as demographic questionnaire, career questionnaire, formal and informal interviews and observations at the school settings. Data collection was divided in two phases. Phase 1 included data analysis that was collected before observations and interviews of the participants. Phase 2 included observations' and interviews' analyses. A constant comparison analysis was used followed by cross-case comparison. Findings revealed that school contexts, organizational factors and others' beliefs (principals, colleagues, parents and students) for Physical Education teachers played a significant role in shaping their beliefs and behaviors, as well as their identities as Physical Education teachers in middle schools. Despite the fact that organizational factors reported by the participants in this study were more likely similar across teachers, individual responses differed among them, indicating three categories of teachers' identities: a) the consistently motivated ones, b) the up and down ones, and c) the burnout ones. Results also showed that others' beliefs in terms of accountability prohibited the participants' development and careers. More in depth investigation of the topic will provide more insight for Physical Education teachers' career development and professional identities and will probably assist in teacher preparation programs.

Professionalization, governance and teachers' self-perceptions: accountability processes in international comparison

Claudia Rupp
Paedagogische Hochschule Freiburg

In the past few years and decades, accountability measures have gained more and more importance in the governance of school systems in England and in Germany. In my research project, I analyse how the governance of school systems and the professionalization of teachers are connected. In particular, I am interested in reconstructing how accountability measures are related to the professional self-perception of teachers.
In order to gain a broader understanding of possible connections, I chose an international comparative research design. The German and English school system was chosen as they share common accountability measures (school inspection, compulsive school curricula, greater school autonomy, and national assessment tests). Albeit, they offer a maximal contrast in terms of how the accountability measures are framed. According to Maroy (2015), the English educational system can be described as a "hard" accountability system with a high-stake testing system, whereas the German accountability system can be characterised as a "weak" accountability system with a low-stake testing system. The theoretical background lies in the discourse of professionalization (Schütze et al. 1996, Helsper 2002 and Terhart 1997, 2011) and the discourse of Governance, particularly in the Educational Governance concept.

The following research questions guide my analysis:

- How do primary school teachers and school leaders perceive accountability and what does this mean for their actions and interactions amongst each other?
- Are there varying perceptions and if so, how can they be described?
- How far are varying contexts influential, in particular in an international comparative perspective?

To find an answer to these questions, I chose the Grounded Theory Methodology (Corbin und Strauss 1990, 2015), which is in its application combined with an international comparative research approach. I led semi-structured interviews with teachers and school leaders in England and Germany/ Baden-Württemberg. All in all, four rounds of data gathering (theoretical sampling) were conducted.
The findings obtained show that the actors perceive accountability as a request to determine school performance. These requests are made for instance by head teachers, school inspection teams or parents. To determine school performance implies for the actors involved that their scope of action can be enlarged or reduced. At the same time, it means that their or any other actors' school performance is evaluated. This evaluation is perceived differently, it may range from a very conflicting to a very harmonious evaluation. The accountability process runs along these two dimensions and is framed by various contexts. Its analytical starting point lies in the expression of interest in the school performance. Throughout the process, the actors offer, prevent, refuse, or give insight into the school performance. An analytical endpoint is reached when the actors come to evaluate the school performance and clarify responsibilities. In the English and Germany sampling, various perceptions of the accountability process can be reconstructed. The accounters talk about monitoring and support, the accountees speak about control and impulses to reflect on their school performance. However, differences can also be observed: for instance, in the English sample, the perception of being controlled is very dominant. In my presentation, I would like to give further insights into my research results and use them in order to discuss methodological challenges which may be connected with an international comparative Grounded Theory.

Construction of teacher identity in Post-Soviet educational context: Case of Azerbaijan

Gunel Babayeva
National Research University Higher School of Economics, Institute of Education

The paper aims to explore the construction of teacher identity in Post-Soviet educational context, from the case of Azerbaijan. Following the collapse of the Soviet Union, member states chose various trajectories for reformation and development being influenced by social, economic and political factors. Although several studies attempted to describe aspects of transition, there is still lack of literature on specific aspects of Soviet educational change. Teacher self-concept issue has not been given enough attention because of the main focus on reform process. After the deterioration of the Soviet Union in 1991, the status of the teaching profession has begun to erode in the Caucasus and Central Asia as evidenced in such indicators as a teacher shortage, the feminization of the profession, an over-aged teaching force, a low transition rate from teacher education graduation to professional service, and a decrease of enrollment in teacher education programs at colleges and universities (Silova, 2009). In this regard, it is intended to explore teacher identity in relation with Post-Soviet education reforms. Four dimensions, being personal, social, professional and emotional will be used for definition of teacher identity. For those purposes, the study will use qualitative approach. Policy documents on new development strategy of Azerbaijani educational system as well as relevant documents on aspects of teaching and teaching profession will be used for perceiving teacher identity during the reform process. Besides, semi-structured interviews are planned for understanding the issue of teacher identity from the perspective of the main education actors. Moreover, model for teacher identity developed by Gee (2011) will be employed in terms of four aspects - nature, institution, discourse and affinity group affiliation.

Changing social status and identities of teachers in Taiwan

Bo-Ruey Huang
Chinese Culture University

Teachers play an important role in education, but identities and images of teachers in different societies are not exactly the same. In Europe, although the role of teachers is important, teachers traditionally had a

low social status since ancient Roman. In Asia, on the contrary, social status of teachers is extremely noble in societies influenced by Confucian culture. Teachers in Taiwan society, influenced by the traditional Confucian culture, had a relatively higher social status and occupational prestige. In the process of modernization, however, teacher status has not only been decreased from sacred status to one of many social occupations, but has constantly been questioned as to whether teacher is professional. Even more, teacher works are often proletarianized and normalized. This article describes the conflicts and contradictions between ideology and values of teacher quality in Taiwan. Specialization is the direction of the development of occupations in modern society. But, how to successfully transform teacher status and roles from a traditional image into a modernized and specialized occupation has become a challenge for teachers in Taiwan.

Head teachers' view regarding top-down changes in primary schools in Cyprus: a case study

Arsinoe Charalambous
Ministry of Education and Culture

Change in education as elsewhere has become increasingly rabid in recent years, with all educational organisations facing numerous innovations. Change is complex and means something different to different people. The educational system in Cyprus is highly centralized and changes are introduced in schools mainly by the government. Head teachers in public primary schools in Cyprus face a daunting challenge in their quest to implement these continuous changes (e.g. change of the timetable, change of the National Curriculum). This paper investigates the perceptions of head teachers regarding top-down changes and their role as change-makers in the school units.
For this purpose, this research employed a case study. In-depth semi-structured interviews with the head teachers and focus group discussion with teachers were used as the main methods for the data collection. Five public primary schools of Cyprus were chosen. The schools were big urban schools and were randomly selected from the Ministry's catalogue of urban schools. The head teachers were interviewed in their office during school time and the focus group discussion with two teachers from each school took place outside school in the afternoon. This gave a broader picture of the schools' view.
This exploratory study led to some interesting findings regarding head teachers' perceptions about top-down changes. Head teachers are not satisfied with the way that the Ministry of Education implement changes in their schools and they would like to have more power to implement innovations and changes needful for the specific schools. The perceptions of head teachers under investigation bear implications for policy and practice in terms of the implementation of changes in the school units. Additionally, this research can contribute to the field of educational research both in terms of an example of head teachers perceptions about changes in the Greek Cypriot educational system and the ongoing discussion about the implementation of mandatory changes in school units.

Making sense of CPD policy: The quest for transformation of teacher professionalism and professional identity in Malaysia

Faizulizami Osmin
University of Bristol / Ministry of Education, Malaysia

Taking interpretivism as an epistemological stance, this paper reports the findings of a doctoral research aimed at investigating the ways in which teachers in Malaysia are experiencing recent changes in the direction of their Continuous Professional Development (CPD) which have shaped their sense of professionalism and their professional identity. The new CPD policy, which is contextualised and highly influenced by the results of international student assessments, is used as an instrument to develop teachers in the direction the Government thinks is most needed. Teachers, however, must relate to the choices made by the Government to make and accept, adapt or ignore the possibilities created for their professional development. The research is guided by materials from the relevant international literature on educational change, influences of globalisation on policy trends and practices as well as teacher professionalism. Data were collected through documentary analysis, focus group and individual interviews. Exploring the rhetoric through the lens of teachers, the Triple-Lens Framework advocated by Fraser et al. (2007) is employed to analyse and evaluate the CPD policy. This is especially useful in determining the synchronisation between the policy directions and its intended outcomes. Findings suggest that teachers generally harbour negative and unconstructive feelings towards the implementation of the policy and these feelings negatively impact their involvement and commitment to implementing the present system-wide reform. However, when the Malaysian CPD Model is positioned within the global context of teacher professionalism, it is argued that the dominant conception of professionalism reflects a managerial perspective and adopts a standard-based approach. In other words, professionalism narrates individual teacher meeting and maintaining prescribed government standards. It was also found that a collaborative concept of professionalism within the policy is limited, indicating that teachers remain as compliant workforce. Although professionalism is being moulded into the direction that the Government feels best fit the current teaching profession, professional identities emerging from the managerial and democratic discourses are not fixed, but changes at various times and contexts, allowing teachers to move in between identities. Teachers may have struggled in the process of changing their existing entrepreneurial identity which surfaces due to managerialist perspective into an activist professional identity that embraces collaborative work cultures. This search for a new identity could be interpreted as an attempt by the Government to change not only the public perception of teachers and teaching, but also how teachers themselves view their own work and practice.

Greek teachers' perceptions of teacher evaluation, professional identities and educational institutions: An exploratory analysis of symbolic dynamics in the educational context in connection with effective policy making

Anastassios Matsopoulos, Polivios Psinas,
Artemis-Margarita Griva & Irene Monastirioti
University of Crete Research Center

The present study, conducted as part of the RE.CRI. RE. (Horizon 2020) research project, aims to investigate Greek teachers' perceptions about teacher evaluation (TE) policies, in association with their views about their professional identities and the state's role in TE policies. An attempt to introduce TE policies in Greece amidst the economic crisis was met with fierce reactions by teachers, and the policy was never fully implemented. Thus, it is important to examine symbolic and identity dynamics that are associated with views about TE in the educational community. For this purpose, this study adopts the symbolic universes (SU) approach (Salvatore et al., 2018). Symbolic universes are theorized as affect-laden, generalized patterns of meaning, or worldviews, about the self and the social context and they include elements of identity, emotionality and representations about public policies in education.
The study examined which elements of these symbolic universes prevail in teachers' views about their professional identities and the state's role in TE; it also examined whether these dynamics are associated with teachers' reactions and the ineffectiveness of TE policy implementation. Twelve semi-structured individual interviews and three focus groups were conducted with Greek primary school teachers and education administrators. A qualitative analysis was conducted, based on the principles of thematic analysis, with the assistance of ATLAS.ti software. Codes were organized around three notions, namely teachers' professional identities and roles, views about TE and views about the role of the state with regard to TE. Elements of different SUs were subsequently sought in these conceptual categories. The teachers' discourse included elements of the SU interpersonal bond, whereby teachers' identities are centered around positive school relationships, participation and personal motivation. In this context, TE is seen in a positive light, in terms of cooperation and collective improvement. However, views about the state's role in TE were associated with the SU termed niche of belongingness. In this context, and in the way TE was implemented and in the time it was implemented, TE was seen as a threatening byproduct of unreliable public institutions, with negative impact on teacher's professional roles. Thus, teachers turn to personal and interpersonal professional resources as a defense against a mistrusted public administration and state. These results highlight the importance of symbolic and identity dynamics in policy implementation. Identities and attitudes towards the state may play an important role in the successful design and implementation of policies which seek to assure quality in education.

Teachers' professional learning in Cyprus reality: a decentralising teachers' empowerment as researchers and reflective practitioners in a centralised educational system

Pavlina Hadjitheodoulou-Loizidou
Efi Paparistodemou, Christina Stavrou,
Maria Pitzioli & Maria Eracleous
Cyprus Pedagogical Institute

The aim of this paper is to reflect on the introduction of a new policy for teachers' professional learning in the Cyprus educational system since September 2015. A reform, based on the report of a Scientific Committee and findings that in-service education for Cypriot teachers had not always supported teachers during their daily educational work in a systematic way, resulted on a new framework which focused on school-based teacher training, fostering discussions and collaboration among teachers in an action-research mode/ approach. The framework suggested a process which included needs for assessment procedures, planning and implementation of actions, reflection for action, in-action and on-action and evaluation procedures. Moreover, the process of creating professional learning experiences to promote school improvement in a systematic and research-based way was closely related to the participation of a facilitator. The role of the facilitator was to support the process and to act as a critical friend, in cooperation and collaboration with the school staff, for teachers' empowerment as researchers and reflective practitioners of a community of practice.
In this paper, qualitative data from facilitators' diaries, and interviews with facilitators, teachers and head teachers are used to describe experiences, beliefs and feelings about the implementation of the reform and reflect on its perspectives and future in decentralising professional learning in the centralised Cyprus educational system. Results shed light on good practices as well as challenges and proposals for the future regarding the use of such methodologies in school-based teachers' professional learning at a local and global level.

Teachers' continuous professional development and students' civic and citizenship knowledge

Aihua Hu
Western Norway University of Applied Sciences

Lihong Huang
NOVA – Norwegian Social Research and Oslo Metropolitan University

This study examines teachers' continuous professional development (CPD) in terms of subject matter knowledge (SMK) and pedagogical content knowledge (PCK) and their teaching practice of civic and citizenship education in lower secondary schools in Norway, Sweden, South Korea, and Taiwan. We use data from the International Civic and Citizenship Education Study (ICCS 2016) initiated by the International Association for the Evaluation of Educational Achievement (IEA). ICCS 2016 data from these four places contain responses from teachers (N=6 965), principals (N=533)

and students (N= 15 752, average age =14.8 years). We will first explore similarities and variations between the two Nordic welfare states in comparison with the two once-upon-a-time Asian economic tigers. Then our analyses will focus on how and to what extent teachers' professional development is associated with their self-efficacy, their teaching practice which in turn influence students' civic knowledge achievement.

Professional integration of internationally educated teachers in Germany

Anatoli Rakhkochkine
Friedrich-Alexander University Erlangen-Nürnberg

Because of the national orientation of the systems of educations teachers are primarily prepared to function in the system of education they are trained for. However, the data about international teacher migration demonstrate that the numbers of teachers who were educated in one country and move to another country to teach at schools are growing in different regions of the world. There are efforts to promote workforce mobility in the EU by means of recognition of qualifications and further measures. Recently, new initiatives and pilot projects have been established to facilitate the professional development and professional integration of teachers with a refugee background. The purpose of this paper is to analyze the process of professional integration of internationally educated teachers in Germany. The theoretical framework of the paper refers to the concepts of professional identity and teacher professionalism. However, the specific situation of migrating teachers contests the partly implicit basic assumptions about teacher professionalism in existing theories (e.g. native-speakerism) that are rooted in the traditional national orientation of the teaching profession. The paper is based on 1) review of the research literature on international teacher mobility, 2) review of existing programs for further qualification of migrating teachers in Germany, 3) qualitative analysis of semi-structured interviews a) with internationally trained teachers from EU-countries who successfully entered the labor market for teachers in Germany are in adaptation period and b) with internationally trained teachers internationally trained teachers who are completing compensation measures to prove their qualification in Germany (Lower Saxony), and 4) reports from workshops and interviews with stakeholders (educational authorities, trade unions etc.) who are concerned with the issue of international teacher mobility. The research demonstrates that recognition of degrees and acquisition of professional language are important but not sufficient conditions for the successful professional integration and further measures of professional development and support are needed. The paper seeks to contribute to the theoretical and empirical knowledge about teacher professionalism and teachers' professional identity in contemporary context of global migration.

The role of university to educate teachers for fostering social progress in the world of diversity

Sari Hosoya
Kanto Gakuin University

As we see in the situation of the world, economic growth is not enough to foster social progress, particularly if the growth dividend is not shared equitably. The social cost of the crisis continues to weigh heavily if we do not look for ways to make equitable societies which include all.
It is now clear that education can be the key to foster social progress. Teachers can play an important role to change attitude of younger generation when schools work in inclusive manner. We need to look for the ways to prepare students to be teachers who can understand the importance of "equity" and "inclusiveness". Pre-service teachers should learn not only pedagogies but also theories including theories of education and of societies in which school education take place. Teacher education in Japan, however, seems to be changing toward the initiatives of Ministry of Education, Culture, Sports, Science and Technology (MEXT), board of education, and school. Its emphasis is more on practical knowledge and skills. Although teachers should be educated in collaboration with schools and board of education, we should not overlook the role of university teacher education.
Good teachers in the world of diversity require more than simple practical knowledge and skills. We need to reconsider what we can offer at university teacher education. Pre-service teachers should be provided of the opportunities to face the reality and authentic needs of the society, and to connect theories and knowledge to react for that.
In this paper, I would like to review the trend in teacher education policies of Japan in relation to global trend, and attempt to provide suggestions not only for the policies but also for pedagogies in educating teachers.

Education for Sustainable Development for people and planet in the initial Teacher Training

Olga Bombardelli
Università TRENTO

This paper has the purpose to describe a model for Teacher initial training aiming to prepare student teachers for ESD (Education for Sustainable Development) in their future activity at educators at the secondary school. Implementation of ESD requires competent and creative teachers who are informed, motivated, comfortable and skilled at teaching across disciplines. We follow the perspective or theoretical framework of the national authorities and of UNESCO, who was the lead agency for the UN Decade of Education for Sustainable Development (2004-2014) end plans to ensure. According to the Sustainable Development Goal (SDG) Target 4.7, by 2030, all learners should '...acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity..'.

National curricula in many countries prescribe ESD at school; in Italy both the Ministry of Education and the Ministry of the Environment foster ESD in the formal and non formal education, anyway teacher training in Italy still doesn't offer ESD courses. The Chair for pedagogy at the University of Trento includes ESD among the main educationla topics, designng new lerning and civic methods for sustainable Development in the natural field, at school, and in the community.
The learning course aims to develope knowledge, skills and attitudes as related to and affecting a sustainable future. ESD includes specific concerns such as biodiversity, poverty reduction, and sustainable consumption. This presents interesting challenges for teaching and learning methods, with promotion of a participatory approach. Student teachers examine what sustainable development entails and provides examples of the threats to quality of life that traditional approaches to development can generate, using qualitative (interview, focus groups) methods of inquiry and collecting quantitative data.
ESD by nature is holistic and interdisciplinary, takes into consideration the local environmental, economic, and societal conditions, so too must ESD programs consider these sam e conditions.
Engaging Traditional Disciplines in a Transdisciplinary Framework. As education, awareness, and training are essential tools for ESD, the result of this project aim to be a contribution to the Universities for reorganizing curricula to educate future teachers in sustainability.

Identities and Education

The university-as-machine "Must Fall": A case for humanizing the "Post-Apartheid"

Sahar D. Sattarzadeh
University of the Free State

The historically rigid, Eurocentric university space often serves as a venue, resource, and outlet for activism to take place, predominantly among students. Through a case analysis of the observed and recorded evolution and emergences of recent "Must Fall" or "fallist" student protest movements that have taken place between 2015 and 2016 at numerous universities across South Africa, this paper aims to argue that such protests and other related organized movements serve as measures and indicators for university (dys)functionality, and more importantly, for (in)justice within and beyond the university that are yet to be addressed. How student movements determine (dys)function of the university is also analyzed through the duality of fragmentation and coherence via the often polarized metaphors of machine and body. Furthermore, student activism (in its various forms) occurring on or "about" university spaces play the role of "antibodies," responding to unjust, oppressive practices and traits surfacing within the academic space and its peripheries. How South African university communities have engaged "inside" and "outside" the university in response to social problems reveals that a "university-as-machine" approach has been the faulty figurative model that fortifies the foundation of racist, heteropatriarchal, and classist forces of residue from the recent apartheid era. Relying upon theories and metaphors of technology and the body, therefore, this paper challenges the apartheid/colonial/neoliberal trope of "university-as-machine," proposing a transition to the "university-as-body," particularly relating to student activism and the production, dissemination, and consumption of (un)just cultures, practices, and knowledges in the academy.

A new silk Road of Episteme: the Chinese Knowledge Diaspora and the Europe of Knowledge

Anthony Welch
University of Sydney

The paper examines the implications of the extensive and increasingly signifiicant Chinese knowledge diaspora for the Europe of Knowledge. Based on extensive fieldwork, the paper examines the size, significance and key issues surrounding the growth of the Chinese Knowledge Diaspora. A portrait is developed of a highly-skilled group, (bi-lingual and bi-cultural), who have the capacity to contribute to teaching and research both in China and their host nations, and who are often willing and eager to act as a bridge between both sides. Reference is also made to China's numerous Overseas Talent Recruitment Schemes, which often target such individuals, and to the significance of this group to China's dramatic, and ongoing, scientific rise. Key issues are discussed, as well as some limitations and the prospects for the future. Based on available information, data on PRC students and academics in Europe is presented and an assessment made of both the potential, and of the relatively limited impact, compared to major English-language countries of migration, such as the US, Canada and Australia. The analysis concludes with an assessment of prospects for a new epistemic Silk Road, and some of the barriers to its development.

The impact of intercultural awareness on peer interaction: Views of MA students in a British University

Ming Cheng
University of East Anglia

Purpose
This paper investigates the impact of intercultural awareness on MA students' experience of peer interaction. Chinese students and their non-Chinese peers at a British university are selected for the study to explore and compare whether their peer interaction is affected by their understandings of different cultures and different approaches to learning.
Theoretical framework
The paper considers that there are increasing calls for intercultural awareness in higher education (Trius and Shyryaeva 2013). However, efforts to assess the development of student intercultural awareness have been anecdotal (Black and Duhon 2006). Using the model of intercultural awareness proposed by Baker (2011) as a framework, this paper explores how Chinese MA students interact with their non-Chinese peers in the classroom and whether peer interaction has been affected by students' understandings of different cultures and approaches to learning.
Methodology
This research involves semi-structured interviews with 33 Chinese MA students and 16 peers from non-Chinese backgrounds at a British university. The student interviewees are from engineering and business studies, because these are popular subject areas among Chinese students (HEFCE 2014). A theoretical sampling approach (Punch 2013) is used to select these interviewees. Gender, age, and cultural background are considered. NVivo software and thematic analysis (Boyatzis 1998) were used to analyze the interview data. Two research questions are explored in this project:

- How do MA students experience peer interaction at British universities?
- How have MA students' experiences of peer interaction been affected by their intercultural awareness?

Results
Most interviewees' accounts of their own experience and culture-related behaviours, together with their awareness of other cultures, is a strong indication of basic and advanced cultural awareness. However, student interviewees encounter considerable barriers when attempting 'to mediate and negotiate between cultural frames of reference and communication modes' (Baker, 2011, 205) in practice.
Group work was an area in which interviewees observed differences in cultural understandings and practices, which sometimes led to tensions within the group. Although Chinese interviewees could start a conversation with local students, it was challenging to develop strong connections. This suggests that students from different cultural background try explicitly to 'negotiate and mediate' between different cultural practices (Baker, 2011). This attempt at mediation is not successful, but their attempts suggest a 'work-in-progress' form of intercultural awareness.
Implications
This suggests that the university needs to move beyond recruiting international students and bringing students together in a classroom, towards encouraging practices that foster a genuine international learning environment.

Professional doctoral education and preparation of high-skilled professionals: China's perspective

Ya Liu, Bentao Yuan & Huiqin Liu
Tsinghua University

Qiang Yao
Tsinghua University

How to prepare high-skilled workforce competent for global knowledge economy has become a critical issue for graduate education systems worldwide. This paper examines the policy and governance issues that impact how China can better prepare high-skilled professionals through expansion of professional degree graduate programs and industry-university partnerships in such effort. The graduate education system in China has undergone critical transformation in the past ten years, featuring two convergences with the global trends: one, expanded goal of preparing top talents both for the academia and the broader society; two, internationalization in research training and program provision practices. This paper employs a "small vs. big circulation" theoretical framework that illustrates the essential reconfiguration of what graduate education (especially doctoral education) is for, how it can be better structured, and how agreements and sygernies can be formed among policy makers, universities and industry.
As a case study, a longitudinal study of the national "University- Industry Joint Showcase Bases in Professional Graduate Education" (UIJ-PGE) program is now being conducted. While the program proceeds, governance issues such as policy support, advisor management, quality monitoring and so forth are becoming increasingly imperative and require in-depth investigation. In this mixed-method study, data are mainly collected through survey of the program beneficiaries over the years, interviews of policy makers, university program administrators, involved industry practitioners, advisors, and students. Special attention will be paid to the university-industry parternship, in terms of their collaboration in program design, curriculum development, recruitment, quality management, and career pathways. With this study, we anticipate to address the challenges lies in policy making and implementation, and to provide solution options.

Building researchers' identity: Changing times call for rethinking research education

Ewelina K Niemczyk & Johan Botha
North West University

Over the past few decades higher education institutions have been confronted with changing worldwide circumstances due to the requirements of the knowledge-based economy. Changes are especially vivid with respect to research productivity and research capacity building. In fact, governments and funding agencies recognize universities as key instruments of national competitiveness in the global knowledge economy and provide financial investments in university research including investment in training future researchers. Training the next generation of researchers involves process of becoming and identity building. It must be noted however that the roles and expectations of researchers have changed drastically in the past decades and so must practices forming researcher's identity. It is also crucial to realize that current research environment driven by globalization, technological advancements, and use of new methodologies calls for development of globally competent researchers. Although there is a vast scholarly literature on identity development or identity trajectories, discourse about identity development of globally competent researchers is not empirically addressed. To that end, this work explores (1) competencies required by globally competent researchers and (2) research learning opportunities that foster identity building of such researchers.
This interpretive study relies on multiple data sources—47 open-ended questionnaires from international community representing 17 countries and 10 personal interviews with South African researchers at various stages of their career from one specific institution. The theoretical framework relies on the social practice perspective on learning (Lave and Wenger, 1991) where social interactions and collaborations are essential components of learning and becoming. The study unraveled that researcher's identity is a dynamic process of development through participation in diverse research activities and interactions. The findings brought attention to the growing number of knowledge, skills, values, and attitudes that novice researchers need to acquire in their post-graduate programs. It was evident that traditional perception of researcher's identity was losing its relevance in contemporary academic life. The main recommendation was for post-graduate programs to rethink and revamp research education based on up-to-date knowledge, advanced skills as well as intellectual and moral values relevant to a wider society.
Although the findings of this study cannot be generalized, we believe that exploration of the identity formation of globally competent researchers can be informative to a wide audience including professors, researchers, post-graduate students, and research management.

Enhancing the employability of international students: towards a more complex understanding of Chinese students in UK universities

Xuemeng Cao
University of Warwick

The employability of university graduates has been a topic heatedly discussed in educational and economic domains over the past decades. It is also attracting increasing interest among researchers who specialize in the education-to-work transition of new graduates. However, existing literature on employability has a strong national focus, and relatively few studies concentrate on the increasingly international dimensions of graduate employability. China is the country exporting the largest number of overseas students, with most of them regarding international experience as a significant stepping stone towards the success of their future career. However, insufficient research exists on the specific understanding of Chinese students on the relationship between their overseas learning experience and their employability enhancement. The research that this presentation is based on takes Chinese international students (who completed their undergraduate studies in China) studying social science taught Master's programmes in the UK as the sample, using semi-structured interviews and diaries to explore how they manage their employability during their overseas living and learning experiences. This presentation will focus on an analytical comparison between the constructions of Chinese international students in the literature and in the accounts of the research participants in my study. For Chinese students are often constructed as a homogeneous group in literature, and this belies their complex intersecting identities. Moreover, to fully understand the employability needs of international students, it is important to research the different trajectories and demographics that are represented in this 'group'.

Learning Outcomes and the Bologna Process - Issues of implementation: The case of the Department of Primary Education, University of Patras

Andreas Vassilopoulos & Dimitra Stamatopoulou
University of Patras

The current paper delves into the issue of Learning Outcomes (LOs) in the context of the Bologna Process. It discusses the awkward application of this policy tool in the member states Higher Education Institutions (HEIs), from the standpoint of the relevant official Bologna documents. The paper focuses on the Greek case emphasizing, particularly, the adoption of LOs in the University of Patras, Department of Primary Education.
First, the paper explores the meaning of the term, in the context of the Bologna process. On this basis, it follows the formulation of the policies regarding LOs, depicted in all consecutive Ministerial Conferences -the respective Communiques- and the other relevant policy documents -implementation, stakeholders and EUA Trends reports- with the aim to highlight the impediments that may hinder the implementation of LOs in the HEIs of the member states. Finally, it focuses on the Greek case, concentrating, especially, on the University of Patras, Department of Primary Education, depicting the current situation regarding the adoption of LOs.
The paper closes pointing to the importance of LOs for the European Higher Education Area (EHEA) and the issues raised from their present level of implementation in the HEIs of the member states.

Transnational identity politics in international higher education over time: the case of Israel

Annette Bamberger
UCL Institute of Education

International higher education over time has tended to be discussed in terms of peace and mutual understanding, development aid, cultural exchange – and increasingly – national competitiveness and economic considerations. Scant research has addressed the role of identities in international higher education or how international higher education has been – and is continually - used to build and perpetuate transnational identities. Moreover, shifts, contestations and indeed, crisis in these identities over time, are likewise underexplored.
In this context, the case of Israel is particularly illuminating. The first (and some of the most prestigious) Israeli universities were founded as international cooperative ventures with the Jewish population in the Yishuv (pre-State Israel) and the Jewish diaspora. Higher education was undertaken as a collaborative project with a shared vision and underlying values and served as a project to bring together world Jewry around a common aim. The student body, faculty, supporters and governance were highly international from the outset. The mission of the Hebrew University (HU), one of Israel's first universities founded in 1918, was threefold: the restoration and preservation of Jewish culture and scholarship; the pursuit of academic excellence for the good of all humanity; and service to the state of Israel. Yet, this mission, intact until today, has had different emphasis over time. Using an historical lens, in this paper I examine the international department of HU; I trace and develop how international higher education has been fostered to build and perpetuate transnational identity and to promote group allegiance and cohesion. Shifts in this identity will be examined over time and will be located at the nexus of transnational, international, national and institutional identity politics. Drawing on archival research and interviews conducted with key leaders at HU, I examine changes in this identity, culminating in a contemporary period of contestation and existential crisis.

The perceptions of senior officials in Israeli higher education institutions and policymakers regarding the integration of Israel into the Bologna process

Timna Benn
Tel Aviv University

Over the past three decades, accelerated development has been observed in Israel's higher education system. The academic process that Israel has undergone over the last three decades and the strengthening of the European Union has led the heads of higher education in Israel to understand that there is a need to establish research and academic cooperation with developed countries and especially with European countries by creating various programs and agreements.
One of the most prominent agreements in the field of the harmonization of the higher education system is the Bologna Agreement, which was signed between the European Union countries in 1999 and later expanded to countries outside the continent, with the aim of implementing reforms that will create compatible national systems of higher education. In 2007, the State of Israel filed an application to join the agreement but its application was rejected. Hence, many questions arise regarding the importance of the participation of the Israeli higher education system in international programs from various aspects, including social, geopolitical and, of course, political aspects. Some argue that it is necessary to be an integral part of the global world and to join international conferences. The importance of Israel's participation in international research and development is necessary to place the country on the intellectual and research map and to coordinate it with other countries around the globe. However, there are many objections both from the Israeli side and from the international side, and many will oppose participation. One aspect will be the Israeli uniqueness in higher education, which pertains to the age and character of Israeli students. Another aspect will be the political situation in which Israel is facing, which relates to the Israeli-Arab conflict, having an Israeli education system at Judea and Samaria, and the growing opposition to the current Israeli government.
The purpose of this study is to examine the positions of the parties of interest in Israel regarding Israel's partaking in the Bologna Agreement. The study was performed through in-depth interviews with 8 stakeholders in the higher education landscape in Israel. The findings indicate that most of the interviewees believe collaborations in the field of higher education are required. However, in the opinion of many, Israel does not have the necessary tools for it.

The European Union higher education policy in an age of crisis

Eleni Prokou
Panteion University of Social and Political Sciences

The argument of this paper is that the European Union higher education policy (through the Processes of Bologna and Lisbon) is associated with the declining welfare states across Europe, especially at times of economic crisis. In the past, higher education expansion - along with generous state funding and increasing student numbers - were European governments' efforts for "equality of educational opportunities" or else "equity" - a fundamental aim of social policy. However, it has been since the 1990s that emphasis is less on "equity" and more on "quality", associated with economic "efficiency" and "effectiveness" of higher education systems. Since the era of globalisation, the aim of quality has been dominant because there were pressures for the creation of the "market-driven" university – for the promotion of the "knowledge society" - associated with the individual being responsible for his/her education/learning. At the same time, evaluation mechanisms would promote "quality assurance", while the state would exert control from a distance (through "intermediary bodies") with reference to the performance criteria of university institutions. Privatisation trends were an expected outcome of these policies, related with the reduction of public funding in the framework of the withdrawal of welfare states. These policies characterise the transformation of the European universities during the last three decades and are strongly promoted by the aforementioned Processes, which began in the early 2000s and continue to the present. This argument derives from a qualitative analysis of the two Processes, which refer to the issues of: a) mobility, attractiveness and internationalisation of universities, b) promotion of lifelong learning and policies of accreditation through the generalisation of the European Credit Transfer System and the introduction of the European Qualifications Framework, c) quality assurance and accountability, d) promotion of New Public Management, e) linking education and research with the labour market, f) promotion of interdisciplinarity, innovation and excellence, g) reduction of state funding in relation to the outcome of evaluation.

Hybrid identities in higher education: oscillating between public and private sector

Aristotelis Zmas
European University Cyprus

The reconstruction of higher education in Europe along the lines of the Bologna Process and the Lisbon Strategy, has redefined the 'identity' of the universities. Traditional ideals, such as those put forward by Humboldt, have nowadays lesser impact on the way in which the universities are reconstructed. Universities seek to redefine their identity embracing neoliberal discours-es manifesting in terms such as entrepreneurship, design of market-driven strategies, accountabil-ity, competition, quality assurance, autonomy, competition and privatization.
This paper challenges the widespread conviction that the reshaping of university identities in accordance to neoliberal postulates, takes place along a linear trajectory. On the contrary, a number of paradoxes emerge in the process of reconstructing higher education along neoliberal lines, resulting in the emergence of hybrid models for the organization and operation of higher education institutions. In addressing the emerging blurred boundaries between public and private universities as one of these paradoxes, we use the reconstruction of tertiary education in Cyprus over the last decade, as a case study.

Public universities in Cyprus have been under pressure to adopt neoliberal strategies such as the introduction of tuition fees and the development of closer ties with the industry, as part of a broad government strategy envisaging the making of Cyprus as an international higher educa-tion hub. At the same time, the Cypriot State paradoxically decelerates this process by restricting these institutions from offering courses in English and increasing the number of students enrolled in popular programmes of study. On the other hand, the newly established private universities have strengthened their position in terms of attracting students from Cyprus and abroad. Howev-er, their growth is not only due to their ability and flexibility to respond to the market

demands. It is also linked to the support that they receive from the Cypriot State. An example is the indirect funding provided by the Cypriot State in the form of student grant. Restricting the expan-sion of the public universities is another instance of less direct support offered to private universi-ties. Based on this case study, the paper argues that universities of both sectors, owing to the am-bivalent role of the Cypriot State, have developed hybrid identities, conflating the 'public' with the 'private' sector. On one hand, the public universities adopt the neoliberal postulates without being allowed enough autonomy to implement them. On the other hand, private universities reap the benefits of the state funding, while maintaining the right to compete in the purportedly 'free' quasi education market.

Opportunities and challenges for cross-border higher education in China under the Belt and Road Initiative

Wang Lu
Beijing Normal University

In a world with more and more conflicts and self-protection, China puts forwards the Belt and Road Initiative and human destiny community concepts and framework, with an intention to promote mutual collaboration and development of different countries and districts. These concepts and initiatives provide new space and opportunities for China's higher education institutions to develop cross-border collaboration and exchange programs. China is at a transition stage from mainly importing western higher education ides and resources to also exporting its own higher education ideas and resources to share China's development experiences and governance models with the rest of the world. Both at national policy level and institutional strategic level, internationalization is at a priority position and transnational strategies are broadly applied by many top universities in China. However, cross-border higher education in China is facing many challenges such as long-lasting educational service trade deficits, limited competitiveness and attractiveness impede the healthy development of China higher education to "go out". This study examines the status quo, policy development on cross-border higher education in China. As establishing branch campuses in other countries is one of the forms of cross-border education, it uses empirical case study methods, including qualitative data collection and interview, to systematically examine the branch campuses of Xiamen University in Malaysia. It analyzes the motivation, development process, models of operation, difficulties and problems of Xiamen University to open is branch campus in Malaysia. Using SWOT framework, it highlights that seeking opportunities and establishing multiple partnerships, sustainable finance, effective quality assurance, stable teaching force and student intakes are the key for a successful branch campus. Effectively dealing with adaptation to the local culture and needs are also very crucial. It discusses the theoretical and practical issues encounters the branch campuses, and challenges, difficulties, weakness for development of cross-border higher education in general as well as for China policy makers to attend.

Internationalisation under siege – the case of Ariel University

Yaniv Weinreb & Miri Yemini
Tel Aviv University

In the recent decades internationalisation has been fiercely promoted both by institutions, nations and intragovernmental agencies, mostly due to financial reasons, but also as a means to foster intercultural understanding and global citizenship. The critiques of internationalisation point to its role in neoliberal forms of institutional governances and homogenising power, which might deform the traditional universities' roles. In the context of the homogenizing internationalisation processes in higher education, there is a need to address this process in diverse contexts where internationalisation is yet to be conceptualised. This study delves into the realm of internationalisation in Ariel University, a university which situated in a heart of a geo-political conflict, located on territory that acknowledged by the international community as occupied, thus banned by many academics, institutions and funding organisations. Through careful data analysis including documents, interviews and web tools we map the internationalisation trajectory of Ariel University, while questioning what is known up to date on the theories on institutional internationalisation including its rationales, means and delivery. Based on discussion of these issues the study calls for re-examination of some core aspects of this increasingly prominent process. Delving into those unique circumstances, had allowed us to better articulate the diverse dimensions of internationalisation, its rationales, motivations and its enactment within the institution. Moreover, this study provides an analysis of the role of state in internationalisation in such context and the implications that might be experiences by various other stakeholders within the country and worldwide.

A comparative study of national policy on international students in Australia, Canada and England

Min Hong
University of Queensland

There are more and more international students studying abroad in higher education institutions outside their own countries under the context of globalization. And international higher education has gradually become an important revenue source for the host nations' higher education sector. However, with the rising of Asian universities, the competition for international students has become more and more intense. In order to develop sustainable international higher education, many nations have adjusted their policies on international students. Australia, Canada and England, which are among the most popular study overseas destinations, are not exception. Through the document analysis on the selected governmental policies of the three countries, this study reviews the development of policies on international students over years in each nation, and explores the differences and similarities of the policies on international students in three aspects, namely student wellbeing and protection, student engagement, and student-migration pathway. Further explanations are given for these differences and similarities. This comparative study is aimed to figure out the changing roles and identities of international students adopted by the governments and offer the experience and references for other nations in dealing with international students in policy making.

The restructuring field of Italian HE and its impact on students' experiences

Marco Romito
University of Milano-Bicocca

Italy is the second-to-last country in the European Union (EU28) when the number of graduates is considered. This is due to a historical delay in the schooling process that has been recovered very slowly after the second post-war which is intertwined with a particularly high level of inheritance of educational attainment. In this context, after the 2008 financial crisis, reforms of the HE system has been characterized by the dramatic financial cuts and by a significant contraction of the faculty staff. Framed by austerity discourse and by New Public Management approach (with its emphasis on institution's autonomy and accountability), government is steering the HE sector to increase inter-institutional competition allocating public funds on the basis of institutional performance on specific indicators with the aim of favouring the creation of pole of excellence to rank higher at global level (Gunter et. 2016).
In the paper, I will present the preliminary results of an ongoing longitudinal (case study) research project. Based on 50 in-depth interviews carried out within a Northern Italy 'high ranking' HE institution, I will show how current HE policies are being enacted at the local level and how these policies are shaping students HE experiences.
On the one hand, I will use a policy enactment perspective (Ball et al. 2012) showing how policy instrument constitutes key devices capable of engaging local institutional actors within the policy process and I will show how the unfolding of NPM within university is enabled by agents positioned at different scales of the HE structure. On the other hand, I will use a Bourdieusian conceptual framework – particularly the concept of field and habitus – to deal with how students navigate the contemporary field of HE and to point out the tensions and attritions current policy arrangements are generating. First, I will show the linkage between students HE experiences and the restructuring of the Italian HE field which lead to increasing taxation but also to more subtle forms of re-organization significantly impacting on students' academic and social experience. Second, I will hybridize Bourdieu with an intersectional sensibility and with an approach keen to acknowledge students background resources (Yosso 2005) to show how students positions on multiple axes of inequalities structures both constraints and opportunities that can be used to cope and shape their university experience. I will conclude emphasizing how current HE policies are particularly discouraging HE enrolment and completion of specific intersectional groups thus heavily compromising the Constitutional function of HE of being an incubator of democracy and equal opportunities.

Comparative study between Brazil and Spain: the transition from secondary school to university in students of education

Ariadne Runte Geidel & Miguel Pérez Ferra
University of Jaén

Taking into account the sociocultural and educational differences between Brazil and Spain, this study aims to know and compare the levels of adjustment, first year students have in Education degrees. These levels refer to their new situation, which is both social and academic. Within the academic area, they need to adapt themselves to the way of teaching typical of higher education. They also need to be aware of the adequate use of the different services the university provides.
The university abandonment rate in Spain (Peña, 2010) leads us to think about the possible reasons that cause students to neglect or fail their studies. Anxiety could be among the different reasons, as well as their difficulty to adjust themselves to a new academic reality. Several authors consider transition from Secondary School to University as a complex process typified by a permanent habituation to accompanying changes. These are changes both in the students' life and their surroundings (Figueira et al, 2003; Lorenzo et al, 2014).
This study is based on a comparative perspective, which reveals aspects related to the before mentioned typification to university life, in students of both sides of the Atlantic Ocean (Brazil and Spain). Quantitative methodology has been used for this purpose, using a questionnaire built by experts and validated in both countries of the study.
Preliminary results didn't show many significant differences between both groups of students, leading us to conclude that cultural and educational differences between these two countries do not influence prominently the ability of adaptation the students have. However, more studies about this topic should be necessary and maybe tackling other variables.

Identities of young academics in Russian "elite" and "mass" universities

Natalia Karmaeva
National Research University Higher School of Economics, Institute of Education

There is a growing concern with growing inequalities in higher education identified in differentiation among elite and mass institutions and the top level academics and the rest (Kwiek 2017). These inequalities result from growing international competition in the higher education and research sector and globalizaiton. This paper utilizes the perspective of field theory of Fligstein and McAdam (2012) and the relational expertize view (Grundmann and Stehr 2012), to analyse the local response of actors to the pressures in higher education (HE) system in Russia related to the recent research on excellence and internationalization policies. At four universities identified as 'elite' or 'mass' institutions (based on research funding and research reputation criteria), sixteen young academics (eight female and eight male) were purposefully selected and interviewed. Such criteria as discipline and career

stage (academics from ranks lower than full professor) were applied to select the participants. The participants were either in the middle of their PhD programme or had completed it. They were all involved in teaching and other professional activities and were employed with short-term contracts (for one or two years) at the positions of assistants of departments, academic teachers, and assistant professors. Based on the analysis of the interviews, findings point to the emergence of a highly differentiated academic system, where young academics with different resource endowments and action orientations vie for advantage in central and peripheral social fields. Within these fields, young academics respond to the pressures of neoliberal reforms by forming identities as "scientists" or "experts". The former are oriented towards scientific knowledge within the international academic community and Western academic degrees and research agendas. "Experts" are oriented towards professional credentials and country-level academic degrees. They integrate scientific, practical and lay knowledge applied to problem-solving to the benefit of various nonacademic actors at the local level. This paper shows that in central and peripheral locations in Russia, more attention should be paid to identification and integration of various types of knowledge and support of knowledge exchange and cooperation among young academics and other actors, on the one hand, and on the other hand, to better resource provision to support the formation of researcher-identities and academic cooperation, including international cooperation.

Impact of undergraduate research engagement in China: Empirical research based on national data

Hong Zhu & Yang Xiaoting
Peking University

Purposes
Encouraging undergraduate to involve in research has become a common approach to promote student learning in China since the last decades. However, empirical studies regarding influence of undergraduate research are currently very limited, especially using national wide data. The purpose of this study is to examine impact of undergraduate research engagement on student learning outcomes in China based on a national survey among college students.
Three questions guided the research:

- How was the frequency of undergraduates doing research indepently or with a faculty member at research universities and non-research universities?
- How do undergraduates at research universities compare with their counterparts at other types of institutions in terms of the frequency of their research experiences?
- Are there differences in the frequency with which students have research experiences across fields of study?

Methods, techniques, or modes of inquiry;
This study will use descriptive statistics to examine general pictures of college student engagement in research activities, as well as to employ regressions to analyze the impacts of undergraduate research engagement on their interests on majors, critical thinking, career aspirations, and motivations for achieving graduate degrees.
Data sources:
The research team conducted an online survey from May to August in 2014. This survey had 100,941 sample students from 37 research universities and 63 non-research universities in China. After resampling based on structures of gender, disciplines, and college types, this study got 41,566 sample students from 85 universities.
Results, conclusions, and/or implications:
The preliminary analysis showed that in general Chinese undergraduates frequently involved in research activities at all types of institutions, and that students at research universities were not more likely than their counterparts elsewhere to have such experiences. The influence of research engagement of college students were not the same case. In top research universities, participating in faculty's research could promote students' learning outcomes, while in ordinary research universities and teaching universities, student independent research produced significant influence on their creativity.

Equity, social justice or recognition of difference? A historical exploration of Australian higher education policy

Feng-Jihu Lee
National Chung Cheng University, Taiwan

Social justice in education has to be understood in relation to particular contexts of enactment. The Australian society has undergone a series of economic changes since the 1980s, leading to educational policies that advocate market-oriented and economic rationalism. These policies are essentially reformed on the notion of freedom of choice—a language of the market economy; resting on the ideology underlying the advocacy of structural adjustments, efficiency, competition, and reduction of scale, "market" actually became a mechanism of discipline and punishment. This period also marks the rise of the New Right ideology. This study aimed to provide a historical exploration on the basis of Australian higher education policy that has been implemented since the 1980s. The intention of the policy with regards to social justice and equality of educational opportunity was explored to extensively understand the changes in the conceptions and practices of social justice in higher education policy reports. Additionally, this study explored the changes in the meaning of social justice and equity in education throughout the course of evolution, such as from distribution of resources (distributive justice) to recognition of differences (recognitive justice), based on Iris Young's politics of difference. Finally, it concludes that recognition of difference justice combines capacity approach theory would contribute to the realization of student equity policy in higher education, in the context of the gradual shift from mass to universal participation of higher education.

An empirical study of peer effects on academic achievement in an elite college

Yifan Huang & Liping Ma
Graduate School of Education, Peking University

During the sixties of the last century, peer effects began to draw researchers' attention. More and more economists and sociologists have begun to study peer effects since it was found that peer's interaction impacts academic performance significantly in the famous Coleman report. There are very extensive empirical studies on the roommates' peer effects on students' achievement (Foster, 2006; Sacerdote, 2001; Zimmerman, 2003), on students' behaviors, such as alcoholism, drug abuse, sexual intercourse etc. (Duncan et al., 2005), on community participation, and professional choice (McEwan and Soderberg, 2006).
Most of the existing literature on school peer effects considers schools in the United States. However, students in developing countries may react very differently to the performance of their peers than students in the United States. This is particularly likely to be true in China where relative performance is discussed openly and where there is significant social and familial pressure to be a top student.
This study takes advantage of a natural experiment of the randomly assigned dormitory in a top research university in China to explore the characteristics of peer effects on both students' academic achievement and behaviors in each year. New students were randomly assigned to dorms, thus eliminating the selective bias. The data are merged administrative data, overall there are 87 variables, 716 dormitories and 2483 undergraduate samples after cleaning up the data.
In the specific measurement of variables, we use the average grade of four academic years as the agent variable of academic achievement; learning ability is the college entrance examination results. To examine peer effects and it's trend, this paper sets up several linear regression models with dependent variables of GPA, financial aids and scholarship in each year respectively. To obtain a more accurate estimate of peer effects and solve the problem of endogenous, instrumental variables and fixed effect parts are added in the regression models. The independent variables in the models include a serial of roommates' characteristics, such as gender, admission type, political status, parents' education, SES, hometown provinces etc.
The preliminary results show that gender differences in peer effects occur in the second and third years and women have a more positive impact on their peers. The "freshman roommate effect" on GPA disappears by senior year. The mean, variance and minimum of roommates' scores all have a significant positive effect on student achievement, every 1% increase in the variance of the roommate's score improves the student's score by 0.07.The highest score of roommate results each increase of 1, student achievement improved 0.49.Each time the minimum score for roommate's grade is increased by 1, student's achievement is increased by 0.59.After observing the regression of own GPA on dummies for "roommate top 25 percent" and "roommate bottom 25 percent" ,we find that the effects of "roommate top 25 percent" on "roommate bottom 25 percent" is larger than that on "roommate in the middle".
Based on the above results, this paper provides administration departments with some operational suggestions in the allocation of dormitories to improve positive peer effects.

Comparative studies of international and interdisciplinary undergraduate programs in Japan, South Korea and the Netherlands

Sae Shimauchi
Waseda University

The objective of this research is to do comparative analysis on how international and interdisciplinary studies are implemented in undergraduate education in higher education in Japan, South Korea and the Netherlands. As the recent worldwide re-emerging of liberal arts and science programs can be considered as a response to the demands of so-called 21st-century skills, Asian and European universities also face the challenges to foster students to have a much broader sense of skills and global perspectives. Liberal arts education had been developed and revitalized in Western societies and their universities, but universities in Japan and South Korea also employ and innovate interdisciplinary education into their undergraduate programs along with internationalization strategy and the philosophy of liberal arts. This trend is extremely important to explore because actual practice in teaching and learning liberal arts may vary in the context of different cultures and different ages in the reflection of external forces and the environment around universities. This paper will particularly examine the global, regional and national forces to shape international and interdisciplinary undergraduate programs in three different national contexts. As focusing on the humanistic and ethical values of the education, educational visions, and curriculums, the data of all international and interdisciplinary undergraduate programs in three countries will be compiled and categorized according to its characteristics and features through examining curriculum policy, educational vision, pedagogy and other educational practices. After building conceptual models of international and interdisciplinary education, case studies in three universities in each country and qualitative analysis with comparative perspectives will be implemented. The study found that different interpretation and practice of international-ness and interdisciplinary-ness in each institution under the particular national and regional forces. Nationalistic educational contents as a nation's soft power projection can be seen in the elite to mass universities in Japan and South Korea while international and interdisciplinary studies in the Netherlands rather incline to foster regional and global citizenship.

The impact of liberal arts education on egyptian student identity and worldview: A study of the core curriculum of AUC

Rami W. M. Guindi
The American University in Cairo

The basic tenet of Liberal Arts Education is a solid belief in the primacy of holistic education. In contrast to other forms of higher education, it decidedly delves into the complicated task of engaging with student ontological,

epistemological and axiological foundations. The central promise of a Liberal Arts Education program is its ability to "disorient ... and reorient" the mind in its attempt to ripen character (Harvard University, 2007). The primary goal of its curricular structure is to design a rich and diverse educational experience capable of engendering powerful dynamics, able to depict and profoundly stimulate complexities of human character, including motives, attitudes, and perceptions (King, Brown, Lindsay, & Vanhecke, 2007). In short, Liberal Arts Education advocates an enquiry about life at its very fundamental level.

By the turn of the third millennium, global educational policies shifted toward ameliorating occupational, vocational and technical education (Mundy, & Verger, 2015), approaches in which attention is geared towards achieving advanced proficiency and expertise at one particular area of knowledge. On the other hand, integrative attempts were more directed towards the Natural and Applied Sciences and Maths, into what became known as STEM initiatives (Freeman, Marginson, & Tytler, 2014). This trending pedagogical wave seems to have overshadowed the importance of Liberal Arts Education, and of Humanities education in general. In her global study, Kara Godwin (2013) recorded 183 Liberal Arts Education programs worldwide; 17 of which are located in the Middle East, with AUC being the only institution inside Egypt.

The mandate of Liberal Arts Education is to form/alter perceptions of oneself "identity", and of the world "worldview". Perhaps, no region in the world severely needs this more than the Middle East, where a crisis to adequately deliver such critical task is deeply rooted (Fahmy, 2017). In the midst of a turbulent socio-political environment, in which the youth are fiercely subjected to the competing forces of globalism, fundamentalism, and nationalism, and to struggles over power structures, a conflict is evidently created in the minds and hearts of the young populace; the most two important outcomes shaping out of it are: identity, and worldview (Gerson, & Neilson, 2014).

Pedagogical frameworks based on Liberal Arts Education offer unique platforms to educate Humanities. The American University in Cairo positions itself as one of the very few Liberal Arts Education institutions in the Middle East. It has a Core Curriculum program that places "identity" and "worldview" as its principal focus. According to the university, the Core Curriculum "strives to familiarize students with a diverse body of knowledge and intellectual tradition, and helps them understand themselves, in addition to their culture, society and place in the world" (The American University in Cairo, 2017).

As such, an evaluation of the unique model presented at AUC is worth investigating, coupled with several main questions: What is the impact of this Liberal Arts Education model - precisely, the Core Curriculum - on student identity and worldview? How do students respond to the Core Curriculum? And, how does the Core Curriculum entangle with the complex socio-political context?

This study evaluates the Core Curriculum program at AUC, and its impact on the identity and worldview of Egyptian students. In the process, it resolves to perceive the program specifically as an initiative of an educational medium across which curriculum planners, faculty and students dynamically interact. In other words, the study treats the Core Curriculum, not as a rigid content, but as an organic system subject to complex internal and external influences. The study asks questions about the Core Curriculum's structure, about its delivery, and about its outcome; in doing so, it collects answers from planners, from teaching faculty and from students.

This research captures the dynamics of the Core Curriculum program among its constituencies. It employs mixed-methods to describe how planners, faculty and students perceive the program, and to unravel the complexity of interactions under study. It incorporates three levels of analysis: 1. Document analysis to trace the pedagogical shifts in the program, and comprehend its underlying philosophy and structure. 2. Analysis of qualitative interviews for selected faculty. 3. Analysis of semi-structured surveys for students.

Finally, the paper dedicates special attention to discussing the implications of its findings about the impact of the Core Curriculum at AUC, as a leading Liberal Arts Education model in Egypt and the Middle East, on student identity and worldview. In so doing, the paper means to make a much needed contribution on Liberal Arts Education in the Middle East, in general, and in Egypt, in specific.

Ticking the 'Other' box: Positional identities of East Asian academics in UK universities - a comparative analysis

Terri Kim
University of East London

Wilson Ng
University of Roehampton

This paper critically interrogates East Asian academics' positional identities in UK universities, internationalisation and diversification against the Black and Minority Ethnic (BME) and Critical Race Theory (CRT) framework from a comparative and historical perspective.

What does internationalisation and widening participation in universities mean in the context of racial and ethnic diversity? Recently there have been a number of evidence-based research reports on the under-representation of black and minority ethnic (BME) academic staff in leadership roles in UK Higher Education (UK HE). However, there remains a paucity of knowledge on the interface, or disparity, between 'international' and 'minority-ethnic' academic identities and their accompanying experiences, which can be strategically important for the future of HE.

It is argued that contemporary UK policy promoting racial equality and diversity is often over-generalised, while the critical race theory-based literature has focused on hegemonic notions of 'white privilege'. This discourse does not provide an adequate, comparative perspective of power relations among whites and ethnic minorities.

Against the background, the paper examines selected East Asian academics' lived experiences, positional identities and their (im-)mobilities in the UK. The initial proposition is that despite the legacy of 'yellow peril' (in the 19th and 20th centuries), East Asian ethno-national and cultural norms have now gained a new recognition and rationality in the contemporary rise of East Asian power (Cox, 2012; Jacques 2012). Those norms are strong and distinct in their antecedents and developmental pathways and deviating from Western hegemonic narratives. However, how this meta-narrative change is translated into the micro-level of individual lived experiences requires attention.

To explore this proposition, the paper starts with a critical literature review and employs a narrative-constructivist methodology and an intersectional approach which recognises that ethnic-nationality, socio-economic class, gender, prior education and career trajectories, social and cultural identities, as well as age are all likely to influence perceptions and positional identities.

The paper compares and contrasts the experiences of two groups of East Asian academics working in UK universities. The first group is foreign-born but has strong British identities following their English elite education since childhood. The other group came to the UK for postgraduate studies and /or have chosen to work in Britain.

The paper changes the picture of a static, white-dominated perspective of BME-CRT by offering a dynamic, fluid discourse involving East Asian academics' positional identities and their broader comparative implications beyond the UK.

University House A.G. Leventis

An international comparison on equity and social justice in technological and vocational education systems

Shen-Keng Yang
National Taiwan Normal Univeristy

The proposed presentation will address itself to the issues whether national technological and vocational education systems in various countries and policy recommendations of international agencies, e.g. UNESCO, World Bank, International Labour Organization, etc. meet the requirement of offering equal opportunity to all the citizens without any discrimination for developing their whole potentialities and thus leading to the establishment of a prosperous and just society. The design and reform of education systems, including technological and vocational training systems (TVET), are ideally expected to enable all the people without any discrimination to have full and equal access to opportunities to actualize their whole potentialities. However, this lofty educational ideal is realized only to very different extents in various areas and countries owing to their economic and political conditions favouring or unfavouring some classes of people. Preexisting ideologies, bias and prejudice in some societies may disadvantage some students with both conscious and unconscious discrimination surfacing in public schools in ways that adversely affect learning acquisitions, academic achievement, educational aspirations and post-graduation opportunities. The inner structures of education systems in some countries may favour the students of advantaged families. The transition tracks from primary, secondary schools to vocational training or academic education are selected not only by the results of students' performance. Parents' social status and their aspirations may decidedly determine the students' choice of their tracks to higher level of education or directly to manual jobs without any pre-vocational training. Students whose parents are from lower social background tend to choose the track of vocational training or directly to labour market.

Furthermore, accompanying the rapid progress of science and technology in modern globalized world, the structures of vocation have also changed drastically. Many traditional fields of vocation have disappeared. The newly emerging occupations need work forces with new qualifications, trained or educated in advanced technology. The disadvantaged students or manual workers often can not afford the expenses borne by training in new technology, and thus leading to unemployment. Consequently, the social disparities between the advantaged and disadvantaged classes have been widening and become very difficult issues confronted with unavoidably by policy-makers in TVET.

In the past few decades, human capital approach and sustainable approach have often been adopted in the policy-making and execution in TVET. The main concerns of these approaches are put on the development of human capital and the growth of economic resources. The aforementioned issues of social disparities are relatively neglected. Based on the synthesized analysis of theories of social justice by J.Rawls, I. A. Young, A. Sen and M. Nussbaum, the proposed presentation will comment the reports and policy documents of TVET in the USA, the UK, Germany, France, Australia as well as the policy recommendations of TVET by the UNESCO, OECD,EU IBL and World Bank. The paper will be concluded by recommendations for designing a fair and inclusive TVET system conducing the fulfillment of social justice.

Bridging the skill divide for early school leavers

Irene Psifidou
European Centre for Vocational Education and Training, Cedefop

Europe today has around 4 million young people aged 18–24 who left school before achieving an upper secondary education qualification. The question that we ought to ask ourselves is why in an age of compulsory education, our systems are pushing learners out of them?

Low-skilled persons are disadvantaged in all aspects of employability. Inevitably, early school leavers will find it hard to find employment in a labour market which is increasingly dominated by more knowledge- and skills-intensive jobs. Hence job insecurity will undoubtedly become a challenge which is not easier met unless people are prepared to be re-trained in order to acquire new skills and competences.

About one in five employees in France, Italy and Portugal reported (in Cedefop's European Skills and Jobs survey – 2016) that their own qualification was below the level needed to do their jobs. Cedefop's survey (2016) reveals further that under qualification affects mostly older individuals (particularly those over 40) and employees with low levels of education (below lower secondary level).

The present paper explores whether (and under which conditions) VET can present an effective policy response in helping the social inclusion and labour market integration of early school leavers. Drawing from Cedefop 2016 study "Leaving education early: Putting Vocational Education and Training (VET) centre stage" and its online "VET Toolkit for tackling early leaving", the paper discusses VET as part of the solution for closing the skills divide of early school leavers. Based on a three-year research undertaken by Cedefop in 16 European countries, through quantitative and qualitative data collection and analysis, the paper presents evidence on:

- how VET can be a safety net for those at-risk learners in general education offering an alternative pathway and securing their retention in education and training; and
- how VET offering a more practical, work-oriented route towards a qualification can magnetize early school leavers back to education and training.

The skill divide of those who left education early is a challenge but also an opportunity to re-think VET policies. The paper discusses those key features that policies should underpin if they are to be effective and draws recommendations for policy makers and VET practitioners.

The voice of adolescents at the edge of schooling: an ethnographic study of truancy at a technical and vocational school in Cyprus

Maria Iacovou Charalambous & Helen Phtiaka
University of Cyprus

Purpose:

The purpose of the research is to unravel the voices of a commonly marginalised and excluded group of students, in a commonly marginalised type of school in the Cypriot society, i.e. a Technical and Vocational School. The students who attend these schools are typically academically low achieving, economically and socially disadvantaged and often labeled as 'at-risk' students.

Methodology:

The research has started in September 2015 and has focused on the phenomena of low school attendance and truancy. The researcher-ethnographer is a physicist and has been working in the specific school as a teacher for the last six years. During the first year of fieldwork, the researcher immersed herself as participant in students' daily lives in and out of school (both boys and girls from fifteen to eighteen years), giving importance to the dynamics of the broader context of interactions. During the second year, as well as this final year of fieldwork, the researcher has converged to a class of ten of these participants (all girls). Ethnographic data thus covers a context of interactions for all the three years of the girls' upper cycle of secondary education.

Research methodology involves non-participant and participant observation, interviews, questionnaires and the study of artefacts. Observation sheets and a researcher's diary are also used. A social anthropological approach is used to analyse the data (Miles, Huberman & Saldana, 2014). Data collected from different sources is triangulated.

Findings:

Preliminary findings highlight the presence a set of reciprocity trends concerning how the students and the teachers define certain concepts, how they interact/react towards each other and how they resist. We suggest that these reciprocity trends could be seen as a means to better reflect on how labels such as 'trouble', 'truant' and 'at-risk' are socially constructed and perpetuated within a dynamic field of social interactions.

Contribution to education:

Privileging the point of view of the least advantaged students, through their critique and ongoing participation in a research ethically designed so as not to marginalise them, not only has the ability to empower them, but at the same time, as an objective, can raise critical awareness concerning the role of the educational system in the creation of truancy, and of 'at-risk', marginalized and silenced students.

People and Policy: A comparative study of apprenticeship across eight national contexts

Maia Chankseliani
University of Oxford

This paper presents the results of the analysis of apprenticeship in eight countries: Australia, Denmark, Egypt, England, Finland, Germany, India, and South Africa. The study used documentary analysis as its central methodological approach, citing, summarizing, synthesizing, analyzing and critically reflecting on existing literature and data produced by international organizations, government agencies, universities, and research institutions.

Apprenticeship plays an important role in supporting young people in the transition between school and work. Countries with large, well-functioning apprenticeship systems generally have lower youth unemployment rates because of the relatively smooth school-to-work transition mechanism that such a system ensures, as well as a smaller sized cohort of NEETs.

This study makes a first-of-its kind attempt to compare participation in apprenticeship globally. Major problems are posed for international comparison by the unequal quantity and quality of data, both official and research, available. Data availability for apprenticeship internationally is more restricted and less reliable than for primary, secondary and tertiary (academic) education. In particular, comparable data are difficult to access, in part due to disparities in the definitions and measures employed by the international bodies when reporting on VET and apprenticeship. In addition, the terms used to define and refer to apprenticeship can disguise actual apprenticeship activity under a different name and vice versa.

In the context of a great diversity in apprenticeship organization, financing, institutional arrangements, and learning approaches globally, a fundamental assumption of the apprenticeship model is that there are benefits to both employers and individual learners.

For individuals, incentives to undertake apprenticeship may be linked to the process of learning as well as to the outcomes of that learning. The study examines two aspects of the process of learning that could motivate individuals to participate in apprenticeships - the appeal of learning through doing and the opportunities apprenticeships present for occupational socialization. The study also looks at two aspects of apprenticeship outcomes – the possibility of progression to employment or to additional education and learning while earning.

The analysis of incentives for employers shows a range of reasons related to their short-term interests and the needs of the production processes, technologies, and associated skills needs; longer-term benefits for the company's staffing strategy; as well as the opportunity to make a contribution to the wider education and economic systems.

Despite all the factors that may serve as incentives for employers to offer apprenticeships, many firms seem to view apprenticeship arrangements as too costly, risky, and complex to justify the investment. Except for a few exceptions, such as Germany or Denmark, employers tend to be reluctant to invest in apprenticeship training, as they expect the broader E&T system - funded by individuals or the taxpayers - to produce appropriately-trained employees that they can hire using competitive pay strategies.

Firms are likely to invest more in recruitment and less in training if they are making decisions that are not coordinated with other firms. When firms are making decisions collectively, under the umbrella of chambers or associations, they are more likely to coordinate their skills investment strategies around collectively-beneficial outcomes linked to skills development as a common good, locally or nationally, for all those firms that are part of the given collective. Training apprentices is

then viewed as a contribution to the 'pool' of talent for the sector. Countries that have not organically developed institutions for employer coordination and/or social partnership may face a relatively difficult task when seeking to expand apprenticeship provision. Such institutional structures, however, are historically determined within each country context, and are extremely difficult to construct from scratch.

Apprenticeship is often viewed as a panacea for a wide range of policy ills: unemployment, skills shortages and skills mismatch, social exclusion and economic problems. The most fundamental choice that currently confronts policy makers in countries with apprenticeship provision is the desired proportion (in terms of levels, occupations and learner volumes) of overall initial VET that apprenticeship is expected to cover. This choice is central because in some countries (including England and Australia) a policy discourse has developed wherein apprenticeship is sometimes seen as 'the answer' to what are often very vaguely or weakly specified policy issues.

Any decision to afford priority to social inclusion objectives has far-reaching consequences, as there is then a potential tension between wanting apprenticeship to be seen as a rigorous, high status route; and also wanting to try to deploy it as a mechanism for operationalising second chance, social inclusion goals for young people who have not flourished on the academic route and within mainstream schooling.

The fact that apprenticeship embraces learning within the workplace through a range of different on-the-job learning processes also means that apprenticeship policy needs to have a strong interest concerning the in-company capacity of the participating organisations to deliver high quality learning experiences. As a result, in most EU countries the national government offers support for training programs aimed at in-company trainers who are responsible for delivering the on-the-job elements of apprenticeship, and in some jurisdictions having appropriately trained trainers is a prerequisite before firms are allowed to take on apprentices. In other words, E&T policy and scrutiny extends into the firm and the workplace, which is a very different proposition from classroom based routes where policy need only be concerned with and regulate what happens within formalized educational settings.

Lifelong learning policy initiatives in Singapore and Japan during the 1990's: different forms of lifelong learning and contributing contextual factors

Nicole Vasiliou
UCL Institute of Education

The concept of lifelong learning (LLL) was first introduced in 1972 within the Faure Report 'Learning to Be' by UNESCO (Faure et al., 1996). According to the report, learning can take place everywhere and not only in formal educational contexts (life wide). Furthermore, learning can occur anytime from birth to death (lifelong). The Memorandum on LLL (European Commission, 2001) identifies four broad and main objectives of LLL: personal fulfillment, active citizenship, social inclusion, and employability. This paper focuses on the period of the official documentation of LLL in Singapore and Japan (throughout the 1990's) and on key LLL policy initiatives implemented at that time. Despite that Singapore and Japan are both East-Asian and developmental states with strong growth in economy and education, the forms of LLL promoted in each country were quite different (Green, 2013). The main objective of this paper is to examine the LLL policy initiatives of the above East-Asian countries in the light of different forms of LLL and to associate these initiatives with relevant contextual factors.

In order to do this, I draw on secondary sources as well as on the Singapore's and Japan's official government policies on LLL during the 1990's. In terms of the method, the contrast of context method (Skocpol & Somers, 1980) is used since it is considered to be the appropriate one for comparing contexts with certain dissimilar features. The main goal of this method is to show the uniqueness of each context. This paper concludes that while Singapore mainly promotes LLL for economic and employability purposes as well as LLL for social cohesion, Japan promotes primarily LLL for personal fulfillment and secondarily for economic development. It is demonstrated that contextual factors -economic, demographic, educational, and ideological- can significantly explain the diverse forms of LLL promoted in each country. However, this paper does not examine every single LLL policy initiative promoted in each country at that time but it scrutinises the most prominent ones. One of the interesting conclusions of this paper is the social aspect of specific LLL policy initiatives in Singapore which is often overlooked in contrast to the economic-employability aspect. It is also concluded that the application of neoliberal principles in LLL provision does not necessarily decrease the power of the state and it might enable the state to actively intervene in political and economic life instead.

Adult and lifelong learning for sustainable economic development in the 21st century

Victor Osaghae
Edo State Institute of Technology
& Management Usen

The concept "lifelong learning" gained prominence in educational discourse as a fundamental right of human being. The adults in the society are affected by the day-to-day economic trends. This challenge may prevent their survival if the educational system is not made profitable and appetitive sector to ensure the success of knowledge-based global economy of the 21st century. Hence this paper is aimed at a lifelong learning approach to significantly shape the global marketing policies in the name of emancipation of the adults in the society. It examined the strategies for promoting lifelong learning in a contemporary society. However, this paper concludes that adults in a learning society can adequately survive the harsh economic measures being experienced in developing nations like Nigeria if lifelong learning is vigorously pursued and implemented to pave smooth way for a sustainable economic development.

European ICT/e-learning projects and their implications for further policy development: An exploration of current trends

Florin D. Salajan & Corina Todoran
North Dakota State University

This policy analysis study examines the rhetorical and pragmatic motivations for the formulation of ICT-enhanced learning or eLearning policy in the European Union's integrated educational programmes, particularly following policy evolution in this domain from the Lifelong Learning Programme (LLP) to the current Erasmus+ Programme. In this context, this research represents an independent evaluation of Key Activity 3 (KA3) in the European Union's LLP, the objective of which was to encourage the application of ICT/e-learning through various collaborative projects. Consequently, this inquiry taps into the perceptions of project coordinators involved in KA3 to construct an understanding of the administrative processes, bureaucratic norms, organizational tasks, individual expectations and collective outcomes that unfold in the course of funded projects from inception to completion. In addition, via a content and discourse analysis of the LLP and the Erasmus+ Programme, the researchers tease out policy objectives and intentions that are then compared with outcomes of projects and their implications for further policy development for ICT/eLearning at EU level.

This is a follow-up study to a previous study conducted by the principal author, which had as its focus of inquiry the European Commission's eLearning Programme. In that study, the author developed a conceptual framework explaining the emergence of a European E-Learning Area through targeted policy formulation, mainstreaming of e-learning actions and networks of practice. Consequently, in the present study, the authors intend to determine whether this conceptual framework is applicable to the ICT dimension of LLP and Erasmus+ and validated by the outcomes of the current research.

The present study is guided by several broader questions regarding policy development and project coordination under LLP, as follows:

- What have been the shifting political priorities in setting the agenda for eLearning/ICT policy over the EU's more recent integrated educational programmes?
- What have been the rhetorical and pragmatic motivators for advancing ICT/eLearning policy at EU level?
- What are the project coordinators' motivations for taking on the responsibility to manage EU-funded projects?
- How do the project coordinators perceive the administrative and bureaucratic procedures involved in securing funding for their projects?
- To what extent do project coordinators view the Lifelong Learning Programme as a vehicle for the attainment of the European Commission's broader goals of increasing economic competitiveness, spurring innovation and fostering greater social cohesion throughout the EU?

The study relied on a mixed methods approach, combining an online survey instrument and semi-structured interviews with personnel at the European Commission's Education, Audiovisual and Culture Executive Agency familiar with the implementation and monitoring of e-learning projects that are informed by and, in turn, inform policy in this domain. Implications for the larger field of ICT/e-learning and further policy development in this area are discussed.

Contested memory of colonial and war past and Okinawan identity

Masako Shibata
University of Tsukuba

The purpose of this paper is to explore the impact of the collective memory of a local people in forming their group identity. A case is drawn from Okinawa, the southernmost habitable prefecture in Japan, whose people identify themselves as 'Uchinanchu' and have demonstrated a strong sense of group identity as opposed to 'Yamatonchu', the word used by Okinawans to indicate the Japanese in other prefectures. Investigation will be conducted in local historical museums which are commonly used for educational purposes outside the school. What is theoretically framing this paper is the notion of collective memory. It is socially constructed, reflecting the dominant discourses of a society. The history construed within a society largely shares the elements of collective memory, and often becomes compatible with it.

The sense of the Okinawan identity has been conveyed throughout their modern history, which was started when their independent kingdom was coercively absorbed by Japan in the late nineteenth century. As will be argued in this paper, the policy of discrimination against Okinawans imposed by Japan's central government and its cruel treatment of them in the Battle of Okinawa during World War II affected, as the external impact on, the strengthening of their group identity. In the war theatre, about one fourth of Okinawans lost their lives, including 94,000 civilians, due to military and non-military actions by both the US and Japan's imperial armed forces. It is further argued that the collective memory of their colonial and wartime experience exhibited in local history museums has further fostered the inner sense of their group identity. So-called 'Okinawa nationalism' is the product of colonial and war legacies remembered by the people, which are differently interpreted in formal educational arenas.

(De)Constructing a 'backward' identity in an area of civil unrest in India

Gunjan Wadhwa
University of Sussex

This paper will explore the discursive construction of identity of the Adivasi (indigenous / 'tribal') people in India, with specific reference to the Gond community of Vidarbha region. The paper is about locating the research participants of this PhD research and analysing what is thought of them in the policy and community context. The constitution of a 'tribal' and 'backward' identity through power and discourse as well as its inculcation and embodiment is explored. The analysis is framed by post-structural, post-colonial and feminist theorization of the data that comprised selected policy texts from the period of colonial administration and the current Indian State, alongside the excerpts from focus groups and interviews held with the participants of this research including the Gonds themselves. The paper is based on the first stage of analysis carried out as part of the PhD research in Vidarbha for over six months. It explores the discourses of differentiation and how language is used to produce difference, distinction and hierarchy among groups of people inhabiting a Maoist-insurgency affected area in a postcolonial context. The physical and social isolation and entrapment of the Gonds through language and the entwining of their identity with the space that they inhabit produces them as 'backward', 'scheduled', 'excluded' and 'primitive' in the dominant discourse in India. The purpose of this paper is to show the discursive separation between the Gonds and the others in the country, imposition of a hierarchy through the colonial and post-independence policies and the geographical marking of India that laid the basis of governance as it exists today and of the civil unrest or the Maoist insurgency. The work of this paper (still under progress) would fit well under 'Working Group 6: Identities beyond Formal Education' since it problematises the established notions of education and literacy and offers a critique of the modernization and development discourse prevalent in India at the time of this research.

First Nations/Indian education in Canada: The journey continues from colonialism to self-determination?

Ron Phillips
Nipissing University

In 2008, Canadian Prime Minister Stephen Harper proclaimed that Canada has no history of colonialism. Apparently, he forgot about the education of First Nations/Indian children in Canada. The education of First Nations in Canada has been a history of colonialism. First Nations children were abducted from their homes, families, cultures, and spirituality to be educated in residential schools funded by the federal government and operated by various churches. The stated policy of these schools was to remove these children from the harmful influences of their homes, families, traditions and cultures and to assimilate them into the dominant culture. The last Indian residential school closed in 1996. The head of Canada's Truth and Reconciliation Commission (TRC) has referred to this chapter in Canada's history as 'cultural genocide'.

First Nations view their children as 'gifts' from the Creator. Their education is important as itt helps to define who they are and where they fit into their communities. Previous federal attempts in First Nations education were dismal failures. The removal of First Nations children from their communities, families, language and culture resulted in a breakdown of their ties to their communities, families, languages and cultures.

Since 1972, First Nations across Canada have struggled to attain control of the education of their children. In 2017-18, there are now over 500 First Nations-managed schools in Canada. A primary goal of these schools is the introduction of First Nations languages, cultures, and spirituality into the curriculum. Progress has been made, however, the journey continues.

Federal government, as well as First Nations reports and documents, will be examined to illustrate the struggles of First Nations in Canada to maintain their identities. This paper examines the struggle and the successes of First Nations to move from colonialism to controlling the education of their children.

Indigenous identities and education in Taiwan in the age of transitional and historical justice

Yulia Nesterova
The University of Hong Kong

After the lifting of the martial law in 1987, Taiwan entered the period of transitional justice with the aim to address political, civil, cultural, and economic abuses of diverse populations – including those of its indigenous peoples. Since then, sixteen indigenous groups and their rights have been recognized. Powerful legal and policy frameworks have been developed to protect indigenous communities and facilitate revitalization of their cultures, languages, and identities through education. This study sought to understand how indigenous people who work in education and development evaluate these laws and policies pertaining to indigenous education in Taiwan, and what they see as the sustainable way(s) forward in undoing the harms inflicted on indigenous cultures and identities by mainstream education.

This presentation is based on an ethnographic study conducted across Taiwan, in areas populated by diverse indigenous groups. This study gathered insights of people who are developing alternative educational spaces for indigenous groups and people who have worked in indigenous education and community development. Sixteen indigenous leaders and activists went through in-depth semi-structured interviews to examine the attempts of the government in the period of transitional justice to revive "indigenousness" in the country through education. They then were asked to elaborate on their peoples' visions of indigenous education to safeguard and revive indigenous cultures and identities. After that, six more people participated in in-depth unstructured interviews to discuss in detail how they are designing educational spaces to actualize these visions.

Cross-sectional and case studies approach to data analysis were adopted. First, participants' responses were merged under common themes, categories, and patterns, compared, and contrasted (cross-sectional analysis). Then, I treated each participant as a separate case that could tell a distinct story related to the topic under discussion (case study analysis).

The research draws on Tribal Critical Race Theory to understand the multifaceted relationship between indigenous peoples and the state's policies, laws, and institutions, and postcolonial and decolonial theories to better understand relationships between indigenous peoples and their identities, heritage, and the imposed order.

The findings show the diversity of views and perspectives of indigenous peoples on indigenous identities and cultures, the place of "indigenousness" in the current development stage of the country and its education system, its tensions with the mainstream perceptions and order, and what sort of education (e.g., curriculum, teachers, and textbooks) is believed to be able to help revitalize it.

Self-care and entrepreneurism: Revisiting soft skills learning and development for staff through ethnography

Alison Fixsen, Steven Cranfield
& Damien Ridge
University of Westminster

Despite the ubiquity of staff soft skills programmes, few studies have examined why and how academic and corporate services staff utilise these programmes for self-care/governance. This presentation will report on findings from an ethnography of soft-skills learning and development programmes (LDPs) in a UK university, drawing on social world theory (Clarke 1991; Strauss 1978) as a conceptual framework and sensitising device (Bowen 2006).

Methods: The lead researcher's ethnographic fieldwork included participant observation on selected courses, stakeholder discussions and one-to-one interviews with participants from a cross section of LDPs and work sectors in a UK university. Twenty-five semi-structured one-to-one interviews were conducted over a 9-month period.

Results: As social worlds with neoliberal directives, LDPs promote various self-governance activities in the form of entrepreneurism and novel, corporate versions of self-care. Time on LDPs was seen as a chance to, 'put oneself first,' examine career options and cultivate sought-after attributes, including self-confidence and assertiveness. Social networking and performance management also emerged as significant issues. Career development was important for all participants; however, perceptions of how to realise this differed.

Discussion: Our study suggests that self-care 'technologies' have multiple, competing functions in continuing professional education. LDPs offer examples of how neoliberalism 'unmakes' boundaries (Knudsen and Swedberg 2009) such as between work and 'time-out,' entrepreneurism and self-care, and in the process creates new opportunities but also contradictions and paradoxes. While LDPs can help professionals navigate paths through increasingly turbulent organisations, their entrepreneurial ethos and content reflect the market interests they serve. Based on our findings, we propose three types of work-related performance – 'career nomad,' 'reluctant entrepreneur,' and 'course hopper' – constituting a typology for understanding social worlds inhabited by contemporary university professionals. These typologies add to existing theories about staff orientations and self-care practices and identity development in the modern workplace.

Employment multiplier effect and educational background of entrepreneurs: An empirical study from China

Xiaohao Ding, Wenjuan Gao & Yinduo Wu
Peking University

Purpose of Study

With an increasing number of students pursuing self-employment and launching businesses after graduation, it seems to be particularly essential to explore potential effects the phenomenon may bring in on the labor market. Therefore, this study places the concept of employment multiplier at the core of our concerns, which refers to the number of new jobs created by new ventures in this paper. It aims to compute the employment multipliers by entrepreneurship among different industries and particularly to investigate what role founder's formal educational background plays regarding to the stimulating effect.

Data and Methods

To do so, a survey composed of questions concerning demographics, educational background, and business performance was conducted to young entrepreneurs in Haidian District of Beijing, which is widely acknowledged as the cradle of innovation and entrepreneurship in China. There were 1,959 small and micro businesses being selected as usable responses and data were sorted so that the types of enterprises, the educational level of entrepreneurs, as well as their interaction were identified as key independent variables. Employment multipliers serve as the dependent variables in the regression model, with gender of business owners, ages of enterprises and the number of years since the founders first start up being controlled. Given the heterogeneity of business owners regarding to their individual ability as well as other characteristics, Propensity Score Matching (PSM) was introduced to overcome the selection bias.
Findings and Results
23 potential jobs can be provided by a startup on average, and industries such as transportation, warehousing and postal services, education and technology services have larger capacity to absorb labor. A statistically significant and positive relationship was found between founders' educational level and the employment multipliers, but this effect appears to be differential considering various categories of industries, among which businesses concerning agriculture, forestry, animal husbandry and fishery have higher requirements for the educational background of entrepreneurs.
Conclusions and Recommendations
It suggests that the influence of higher education on the scale of newly founded firms was noticeable and reflects the necessity to enhance the entrepreneurial efficiency by improving the academic qualifications of business owners.

Social firm as a missing piece in the Japanese education system

Mie Shigemitsu
Osaka University of Economics

Social Firms are usually considered as organizations that provide opportunities to work for those who are disadvantaged in the existing labor market. However, they also involve collaborative informal learning, redefining individual identities, and opportunities for autonomy. The purpose of this research is to examine the role of social firms as educational institutions outside the formal education system.
Vygotsky (1978) considered learning as a collaborative process. In his view, the level of potential development, or the "zone of proximal development," is where learning takes place, which can only mature under the guidance of or in collaboration with others. In other words, knowledge is co-constructed and it is a social phenomenon. Collaborative learning requires people to work as a team and aim for a success as a group.
This research investigates a social firm in Japan in depth. The firm was chosen as a site of investigation because of its successful outcome and its roles as a business and an educational institution. This research used an ethnographic approach to obtain relevant data through observation and interviewing. The literatures regarding this specific social firm were also reviewed so as to fully understand the philosophy behind the establishment and management of the firm. The data were analyzed based on the theory of social learning.
The findings indicate that the philosophy and guidance of the founder influences the activities of those who work and learn at the firm. Furthermore, the work involves collaborative learning, elevates both extrinsic and intrinsic motivations of the workers/learners, and activates group discussions; all of which are effective methods of learning. As a group, the ideal learning and working environment culminated in winning the gold medals at the Mountain Cheese Olympics twice.
This study focused on a small group of people who work at a social firm in Japan. However, it is possible that a larger sample or multiple case studies might produce more general results. In addition, other disadvantaged groups of people might find this sort of organization as a place to work and learn, to redefine individual identities, and to gain opportunities for autonomy.

Mike Kenny's "Boy with a suitcase" (KAPPA THEATRE): the burden of memory and the luggage of hope

Alexia Papakosta, Aphrodite Andreou
& Ioanna Blouti
University of Athens

The effort to decode a theatrical event, presented through the complexity of its means of expression, the collective responsibility concerning production and reception, as well as its non-existent endurance, provides an inexhaustible source to researchers in the field of Theatre for Young Spectators. We aim to present how the values and the ideological/timeless/universal messages of this particular play may be transformed into theatrical speech with the employment of independent and/or combined use and function of theatre codes. We will attempt to indicate how theatre codes may act as communication channels for the transportation of messages, values, icons and attitudes to a young spectators' audience. We focus on the question as to how timely issues such as Identify and Otherness, Indigenous and Foreign, as well as their convergence in the common place and time of human experience and memory, are approached by the directors' choices and stage practice. The ideological background and the social/political value system of the play is to be examined in connection with the aesthetic line, the mise en scène, the use of techniques (shadow theatre, dramatic narrative, alienation), rhythm, interaction, physical motion, acting, and the artistic frame of the performance. The method decided was that of Fieldwork, based on overall inspection/ viewing, within the frame of the specific place/time of the performance. The presence of a researcher in the place and time of the event, allowed direct contact with all the contributing artists and spectators (before/ after the performance) for the collection of information, the formation of a conclusion, the evaluation of the impact of the performance on the spectators and the study of the technical details used.
The elements of figurative analysis, as well as fieldwork research data, enabled us to collect the necessary material for the extension of the study, whose main characteristic was the examination of the performance based on observation and evidence. Sources of

information, such as interviews with the participating artists programs, advertisements, press releases, photographs, trailers, posts, videos, allowed us to recompose all the above. This constitutes part of an extensive research on the mechanisms of mnemonic recording of the performance, the realization of the obvious or latent elements that affect the conscience of Primary Education spectators and the way these mechanisms record on it the data of the performance via its psycho/mental/biological functions.

Identification and compilation of cultural festivals in Tafawa Balewa and Bogoro Local Government Areas of Bauchi State, Nigeria for promoting community based tourism

Sanusi Abubakar Sadiq
The Federal Polytechnic, Bauchi

In present day tourism, cultural festivals are gaining more recognition and celebrated in many parts of the world. Nigeria's Bauchi state is not left behind. Its strategic location bordered by six states from the North-East, North-Central and the North-Western geographical regions has given it an advantage of having mixed cultures. Tafawa Balewa and Bogoro Local Government Areas are equally surrounded by different sociocultural boundaries. The areas' rich cultures are due to combination of their different tribes and ethnic groups. The diversity and uniqueness of the culture have led cultural festivals observed by different communities in different parts of their local areas at different times of the year; and these also have significant impact on tourism in the locality. But, such festivals are not registered in the state cultural calendar; and therefore, not promoted for tourism purpose. This research focused on identification and compilation of cultural festivals in the two Local Government Areas of the state for promoting their cultural heritage through community based tourism. To obtain relevant data, the study employed qualitative method using oral and written interviews. Data were obtained from fifteen respondents drawn from local residents of three communities and two officials respectively through oral interview using purposive sampling. Interviews were summarized for content analysis and similar main information were themed. Findings revealed five cultural festivals as key in providing sustainable development to the local community; despite their uniqueness and capacity to bring huge tourism opportunities in the area, yet, they do not formally enjoy the state's adequate recognition in terms of registration in its cultural calendar; thus, little or no funding is received for promotion. They relied on little public support which is influenced by interest from the public in the festivals; and religion has significant impact on organization of the cultural festivals. It has been recommended that the key cultural festivals identified should be officially registered with the state Ministry of Culture and Tourism through the state tourism board to reinforce government commitment in order to attract full participation in organization and promotion of the festivals with adequate funding; the festivals should be promoted through other media platforms for wider publicity and be included in national and global festival calendar.

From knights and princesses to Athena and Luther. Playmobil and the formation of identity

Phillip Knobloch
University of Siegen

In relation to the "turn to things", recent studies on socialisation and media underline the importance of consumer products as key elements of identity-formation. Up until a short while ago, many studies in education put primarily emphasis on the manipulative and oppressive effects of consumption, following assumptions of traditional critical theory. In contrast to these positions, this paper is oriented on new approaches of consumer studies and consumer culture, which overcome the one-sided and ideological perspectives of former consumption critique. Without ignoring problematic aspects of consumerism and consumption, this paper examines exemplarily, if and how consumer products offer new possibilities for identity-making and identity-work beyond formal education.
I introduced the concept of consumer culture in European Education (Vol. 48, Iss. 2, 2016) as a new framework for contemporary educational research. In continuation, I use this concept again, now explicitly in relation to children's culture: My paper analyses toys from Playmobil, their cultural meaning and (new) possibilities they offer for identity-making and identity-work.
It is well-known that toys can be analyzed in reference to cultural concepts, for instance gender. If we take just a brief look at actual Playmobil figures, for example knights and princesses, it seems obvious, that these products communicate traditional gender roles. In this case it still seems to be plausible, what Florian Illies wrote about early socialisation processes of his generation: "Who bought Playmobil, bought half-timbered houses, knight's castles, farms. He bought sense of tradition, care of history, conservatism."
Whereas gender categories, and working roles, different historical and regional settings and somehow even race, ethnicity and colonialism were topics linked to Playmobil products ever since, the production of famous figures from national, regional, cultural, religious, mythological and art history is a relatively new phenomenon: Luther, Goethe and Dürer in Germany, Zeus and Athena in Greece, Vermeer's Milkmaid and Rembrandt's Nightwatch in the Rijks Museum in the Netherlands, Caesar and Cleopatra on sale worldwide. But which role might these figures have in processes of identity-making? Do they support conservative or progressive attitudes? What does it mean, that Playmobil is charged with culture this way?
Parting from an analysis of such cultural toys, we will discuss what comparative education can learn from Playmobil to understand the relation of consumer products and identity formation better, and to reveal new possibilities for identity-making in our consumer culture.

Trauma theory in approaching Morrison's home and Faqir's willow trees don't weep

Noureddine Chebli
University of Djillali Liabes

This is a comparative study between Toni Morrison's (2012) Home, an Afro-American writer, and Fadia Faqir's (2014) Willow Trees Don't Weep, an Arab-British writer, both of them intend to make the reader aware of the plights and predicaments of the oppressed women left unprotected by their relatives who set out to join valueless wars (Korean, Soviet). Indeed, they develop a lifelong trauma, yet they have to learn to mitigate these psychological wounds. The research question is about how trauma is depicted and portrayed in both novels. Through the application of a descriptive and analytical analysis with trauma theory, light is shed on some common social, political, and psychological implicit and explicit themes. My expected findings would show that Morrison and Faqir depict the profound impact of wars on the suffering of their characters where we conclude that leaving children at an early age unprotected is indifferent to their race and nationality, and it is important to mention that shell-shocked characters endure pain in both novels. The implications of their narratives would be relevant to any discussion that purports to limit countries engagement in most wars worldwide.

Making the moral orthopedic teacher in late 19th century Cyprus: elites and newspapers

Costas Constantinou
University of Cyprus

This paper, adopting a genealogical analytical lens, aims to examine and problematize the moral role assigned to teachers in the late 19th century Cyprus. At that historical moment, Cypriot society was facing deep social and economic crisis.
The main argument is that the moral role of teachers was discursively (re)constructed along with, and thus was entangled with, the notion of crisis itself. It was simultaneously seen as an inseparable part of the crisis and the "solution" to the crisis. In other words, the moral role of teachers was designed to function as how Foucault would have called it, a technology of "moral orthopedics", that is, a technology invented to discipline and govern society through governing teachers.
The focus of this paper is the discourse of certain members of the Greek Cypriot elite; that is, newspaper editors and teachers having access and contributing to newspapers. Through an analysis of newspaper articles during the later parts of the 19th century, it examines how the discourse of Greek Cypriot elite had connected the moral teachers with the "cure" to the "society's degeneracy", which they believed it was caused by the increase of deviance and crime. It then sees how this discourse is connected with the general concern of the Greek Cypriot elite, which had to do with the declining respect of their establishment. This paper ends with discussing how the moral role of teachers has a political aspect and how this discourse has contributed to the making of the moral role of the Greek Cypriot teachers, by briefly comparing it with the British colonial discourse of Education Laws and Regulations.

The curricular formation of non-elite subjects during British rule: Educating adult prisoners of the Nicosia Central Prisons 1946-1959

Anthi Sakka
University of Cyprus

Being under British control from 1878 until 1960, Cyprus and its institutions could not be considered or examined independently from their metropolitan center's policies. This paper explores British education policy in the Cyprus Central Prisons, focusing on provided curricula for the period 1946-1959. During this period evening classes were established after working hours following British Prisons as an example and different curricula were provided to the classes of the illiterate, semi-illiterate and literate - long and short sentenced – prisoners respectively. Drawing on principles of a radical historical approach, these provided curricula were explored through archival research at the State Cyprus Archive. Sources included files and official records of the Ministry of Education and the Ministry of Justice, prison regulations, reports by the teachers and the prison superintendents, curricular documents, newspaper articles, correspondence and meeting minutes.
The analysis indicates that the aims and content of the curricula offered to literate and illiterate adult prisoners were different between these two categories and also when compared to the General Education curriculum outside the prison.
This difference is interpreted as a manifestation of British policy to differently educate social classes by offering them different experiences and culture (Simon, 1993). For both prisoner categories the acquisition of basic skills seemed to follow how the British educated non-elite populations to enter the working class. Thus, the curriculum for the illiterate adult prisoners focused on the provision of the basic three Rs. Literate prisoners' curriculum however, in addition to the Greek /Turkish Language and arithmetic included the subjects of English, History, Geography and 'Current Events'. The latter, for example, included units on "knowing yourself" aiming at the moral improvement of this category of prisoners. Despite the emergence and these two categories of student prisoners and the provision of different curricula, according to the 1950 Prison Regulation the development of a moral subject through training and treatment was desirable for all the convicted prisoners. School subjects selected by British Officers for the prisoners are thus interpreted as a mechanism transforming subjects "into valuable or loyal citizens" (Tröhler, 2016, p. 282). As I have argued elsewhere, this rationality was severely challenged between 1955-1959, the years of the anticolonial struggle of the National Organisation of Cypriot Fighters (EOKA) in Cyprus against the British Empire during which adolescent and educated prisoners were added to the prison population (Sakka, 2017).

Populism, educational media, and schools in times of crisis

Christoph Kohl & Barbara Christophe
Georg Eckert Institute for International Textbook Research (GEI)

In various countries in Europe and abroad populist political parties and movements – left- and right-wing alike – have enjoyed growing popularity in recent years. These developments are due to a pronounced uncertainty among crucial parts of populations, owed to increasing complexities in societies and the acceleration of changes and challenges in various aspects of daily life, including the education sector. Many of these movements and parties have reverted to a nationalist rhetoric, portraying themselves as supposedly "true" defenders of working and middle class interests. Further, they pretend to represent the voice of "the people" more authentically than "the elites" do, challenging established memory cultures and attempting to partially replace them with allegedly more authentic versions of the past.
This paper intends to map the outcomes of an international, interdisciplinary and comparative conference that the presenters have recently organized. Together with colleagues from Brazil, India and Ukraine we examined the ways in which populist discourses are used to construct claims for authenticity, how such discourses are reflected in different media formats, including, most importantly, school textbooks, and what role the inherent dynamics of social media play in the radicalisation of discourses. The focus was on country-specific social controversies concerning historical narratives and memory practices, the parties involved and their interests as well as the media strategies applied.
Our paper would like to discuss, how and to what extent education and educational media have been or could be affected by populist demands and politics specifically in these countries, and what we in Europe can learn from developments in postcolonial settings elsewhere. Identity is a crucial element in populist thinking: right-wing populists try to be the only, credible representatives of the respective nations' interests, re-interpreting "the people" in an essentialist, racialized fashion and thus also targeting education.

Right wing ideology and the appropriation of postmodern concepts

Miranda Christou
University of Cyprus

This paper presents results from a study of the right-wing, nationalist party "ELAM" in Cyprus. ELAM is closely associated with Golden Dawn in Greece and has gained parliamentary presence for the first time in 2016. The study is located within larger debates about citizenship, solidarity and the fostering of social movements, especially through the use of new media. The paper combines analysis of multimedia material available on the group's internet site and as well as semi-structured interviews with ELAM's leadership and youth members. In this presentation I argue that one of the rhetorical devices used by ELAM members to counter criticism against them is the appropriation of postmodern concepts as weapons that cannot be readily rejected by their interlocutors. More specifically, the selective use of 'difference', 'oppression' and 'personal truth' allows them to present themselves as victims of 'leftist fascists', as the persecuted and silenced minority and as the warriors of the real history of the island that has been suppressed by the political elite. This rhetorical method allows them to position themselves as the champions of pluralistic democratic values even though their politics directly work undermine these values. The paper presents these challenges in the context of the globalized nature of neo-nationalism and concludes with their pedagogical implications.

A new understanding of nationhood and cultural identity and their role in modern Greek education in light of the postmodern theoretical accounts about nationhood and identity

Panayiotis Persianis
ex-associate professor of Comparative Education,
University of Cyprus

Purpose
To investigate the possibility of a fresh reading and a deeper understanding of some of the most difficult to understand problems in the history of modern Greek education.
Theoretical framework
The theoretical framework is constituted mainly by the following three basic conclusions of the postmodern accounts about nationhood and identity, as cited by Dr Klerides (1234-1235):

a) Identities are not perennial, inherent, unified or fixed. They are "products of language and discourse".
b) "The constructs of national identity in education are linked to, and influenced by, the articulation of the nationhood in the other social fields (the political, media, academic)", and
c) "the role of national education is not so much to protect, preserve and pass on the nation's cultural inheritance. Instead, (it)[…] is to participate in the construction and transmission of the heritage to the masses".

Methodology
The methodology followed was discourse analysis. The educational reforms were explained as attempts of promoting, among others, national identity (re) construction and, therefore, as an indication that there were organized groups of citizens who believed, to a great extent unconsciously (they did not articulate it), that national identity was a matter of contestation and the role of education was not to be limited to the protection and passing on of the nation's cultural inheritance.
Data sources
Political statements, educational laws, circulars, curricula, textbooks, and accounts on the demise of educational reforms.
Conclusions

1.The theoretical framework applied in the investigation provided a coherent and convincing explanation of the examined issues.

2. The research has shown that
a) there has been, as a result of great national insecurity, a persistent high concern over national survival and national identity.
b) the cultural role of education has been seen for almost the whole 19th century to be solely the protection and passing on of the nation's cultural inheritance. This changed in the 20th century resulting in a strong cultural and political conflict.
c) the only educational reform which survived was that of 1976/1977. It was the product of a hybrid construction of the Greek cultural identity which, apparently, was the result of favourable political conditions at the time.
3. The context of possibility today does not provide a conducive basis for the construction of a national identity that could support a viable educational reform.

The role of schooling in ethno-national identity learning: Young adults' narratives from the Greek-Cypriot and the Turkish-Cypriot communities

Christos Anagiotos
North Carolina A&T State University

Purpose: To examine how schooling (elementary, middle and high school) influenced ethno-national identity learning among young adults from the Greek-Cypriot and Turkish-Cypriot communities in Cyprus that were students during the 1980s and 1990s.
Theoretical framework: This paper is grounded on theories from the social constructionist approach to identity that proposes that ethnic and national identities are socially situated discursive constructs that are influenced by the surrounding social, cultural, economic and political contexts. The paper also employs lifelong learning and informal learning approaches to examine ethno-national identity as an identity learned throughout an individual's life, since these approaches assume that learning occurs in the course of living, within communities, in interactions with other people or groups, and that it can be intentional or unintentional.
Methods:I used dialogic/performance narrative analysis (Riessman, 2008) as my interpretive and analytic strategy. It is suited for unveiling individual experiences and the meaning individuals make from those experiences, and capture subtle changes in ethno-national identity, particularly changes in identity that were not consciously articulated by the participants.
Data sources: The primary sources of data were interviews conducted with each participant individually. I interviewed a total of 29 individuals, 17 Greek-Cypriot and 12 Turkish-Cypriot. The interviews were semi-structured; they were recorded and transcribed. Secondary data sources included observations and document analysis.
Results: In the Greek-Cypriot community I found three self-identifications: Greek-Cypriot, Cypriot and Greek. In the Turkish-Cypriot community I found two: Turkish-Cypriot and Cypriot. All participants reported that they adopted the identities promoted in school for as long as they were students. Almost half of the participants reported that during their adulthood they deviated from the identity promoted in school, and all participants (regardless of their self-identification) reported that the identities promoted in school were not supported with adequate evidence. In some cases the methods used to promote these identities in schools were not influential and in other cases even worked against the promoted identities. The findings suggest that promoting certain ethnic and national identities in schools does not mean that students will later (as adults) support these identities. Participants identified sources outside schooling as more influential in their ethno-national self-identification. Such influences came from historical events that happened during their lifetime, bi-communal events, conversations with family, friends and members of the other community, ideas supported by political parties and religious organization.

A methodological approach to global education policy research. Studying international education hubs comparatively

Marvin Erfurth
University of Muenster

International Education Hubs (IEHs) refer to themselves as regional magnets of talent and academic excellence. As a social phenomenon, they are a contemporary issue in international comparative (higher) education as well as education policy-research. However, despite some programmatic and affirmative work on the topic, driven by grey literature and diverse policies/strategy-papers, research on the implications of IEHs for higher education policy and governance is rare, and it is unfortunate that empirical evidence is little. Nevertheless, the implications of IEHs might be quite severe: By embedding higher education policy in major political projects, IEHs are thought to contribute to innovative entrepreneurialism, economic competitiveness, and social progressiveness in their host regions. In these cases, states collaborate with, for instance, transnational research universities and knowledge-intensive industries. Viewed as an imaginary gesture, states extend their opportunity structures throughout a global network to connect powerfully the networks' strands within their territory as a hub, constituting the state as a regional (or global) magnet of talent, academic excellence, and high-skilled labor. For instance, these approaches to large-scale/whole-system higher education reform may indicate a changing role of the state, the study of which commands attention to diverse dynamics predominantly investigated in contemporary Global Education Policy (GEP) research.
Against this backdrop, this contribution discusses a methodological approach for comparatively researching the implications of IEHs for higher education policy and governance in the context of an ongoing qualitative international comparative doctoral study. The methodological approach builds on Bartlett & Vavrus's (2017) Comparative Case Study approach to study GEP-research between global construction(s) and local implementation(s) throughout scale, time, and space. While the research object is theoretically conceptualized based on Cultural Political Economy and (Educational) Governance Research, this contribution presents an emerging international-comparative educational research design that methodologically seeks to account for the inherent complexity of GEP-research. Based on a discursive research approach, first findings suggest the formation of intricate relations throughout scale, time, and space that constitute global discursive spaces, yet local implementations. In the context of the conference-theme, researching IEHs may open up new vistas for exploring changing relationships of higher education to society, state, and the (knowledge-based) economy that may generate far-reaching consequences, with profound implications - not only for higher education policy and governance, but for the consequential construction and making of identities in education. Discussions in the Working Group could focus on (theoreticamethodological considerations concerning the construction/design of the study's methodology in the context of GEP-research.

Educational marginalisation of conflict-affected children in Syria: Politicisation of evidence

Tomoya Sonoda
UCL Institute of Education

This paper examines how aid agencies and donors use empirical evidence and account for decision-making in education planning in a politically contested environment of Syria. Whereas the Syrian government has deliberately denied humanitarian access to opposition-held areas, some major donors, sympathetic to certain groups in the opposition, finance humanitarian aid to those areas and are reluctant to deliver aid in government-controlled areas. These contesting interests create political tensions around production of and access to reliable data and raise questions about how evidence is used in education planning.
Substantial research on international aid and effective implementation suggests that the use of scientific measurement – i.e. observable data and research on 'what works' – is imperative in aid policy and practice. However, it also reveals that different forms of power often come into play in the process of evidence generation, evaluation and use – i.e. data manipulation and denial of access to particular information. Arguably, the interplay between power and evidence that is embedded in social development realms becomes infused with political disputes in conflict settings. However, little research has examined how the evidence base is practised and negotiated under these conditions.
The paper draws on semi-structured interviews with practitioners from UN agencies, NGOs and donors delivering aid to education in the Syrian crisis context. It employs Roy Bhaskar's critical realism as a theoretical framework to illustrate that the real world can be stratified by three domains of reality – the 'empirical', the 'actual' and the 'real'. The paper attempts to locate the accounts practitioners present within these three domains and problematize dominant aid practice in which educational needs and priorities are often interpreted and identified on the basis of empirical evidence. The paper invites critical reflexivity and allows for awareness of the underlying discourses that are beyond empiricism.

The education interventions of the World Bank: Cyprus as a case study

Ioanna Siakalli
University of Oxford

This paper explores the increased influence of international organisations on national education systems and their role in the governance of education in nation-states. It focuses on the work of the World Bank (WB) in the field of education, and examines the interaction between the organisation and national actors and governments participating in its education projects. It draws on the case of Cyprus and the 2013-2014 education reform carried out by the WB and focuses on the nature and quality of the participation of the Government of Cyprus in the reform. The paper aims to further understanding of and contribute to the literature concerning the WB's implementation of

education projects, through an investigation of the WB as a new mode of governance and the effect the power relationships between local governments and the WB have on education projects. The paper seeks answers through semi-structured interviews conducted with six key policy actors who participated in the education reform in Cyprus. The interview data is analysed and interpreted through three theoretical lenses, drawn from existing literature regarding the education work of the WB, that see the WB as pushing a neo-liberal agenda, as moving towards standardisation, and as a new mode of governance. The paper concludes that in the context of perceived economic crisis in Cyprus a standardised model of education, deriving from the neo-liberal agenda of the WB, was promoted, despite the concerns raised by the policy actors involved regarding potential incompatibilities between this agenda and conditions on the ground. The paper thus supports the literature that sees the WB as a mode of governance exerting influence over national systems of education, through the strong relation being developed between governing knowledge and performance management regimes. The case of Cyprus is therefore offered as a reflection on a wider change in the actors that influence national systems of education and the power relations characterising the governance of nation-states.

Coloniality and biopolitics in history teaching and history thinking

Nicolas Nicolaou
University of Cyprus

This paper explores how Foucault's analysis of biopolitics (Foucault 2007, 2008) can be combined with postcolonial theory and decolonial thinking towards a radicalization of the concept of otherness in research about history and its teaching, including curricula and textbook development.

Critical academic discourses on migration, the refugee crisis, diasporas and multicultural education has revitalized its political edge by re-discovering postcolonial theory and re-reading some of its foundational thinkers such as Fanon, Dussel, Mbembe (Mignolo 2007). Mutlicultural Education, in particular, suffering of depoliticization, culturalism and hijacking of antiracism towards an entrepreneurial ethic of tolerance (Brown 2006), turns to postcolonial theory with a quest for kinds of concepts that can mobilize thinking beyond the reification of difference as synchronic multiplicity and time as the present (and presence) of optimism. Contesting and resisting postcolonial melancholia (Gilroy 2005)--the contentious and soothing 'feeling' that conquest and usurpation belong to the past and only conflict over cultural difference and individual failure to listen to the other remain to be educated and tuned towards social cohesion--, anticolonial thinking departs from the thesis that the west has not acknowledged the reliance of its development and sustainable hope on the colonization and the continuing horrendous exploitation of the global south.

The debate this paper attempts to put forth focuses on the teaching of history and its redeployment, despite its reinvention as promoting the compensation or rectification of (mis)representations (Araújo & Maeso 2012), as one of the most pervasive examples of the colonization of educational and historical thinking both in Europe and in the 'postcolony' (Mbembe 2001). Over the last years, history teaching has become increasingly attuned to the concepts of empathy (Davis, et al. 2001) and multiperspectivalism (Stradling 2003), with framings of its educational value shifting from grand narratives of national becoming to reconciliation and/or the promotion of more contentious than divisive identifications with European becoming. But the urge for self-displacement in meeting the other's historical narration remains affective rather than political and is pastorally framed as a sacrifice (of wholeness) against forthcoming salvation (peace) (Foucault 2007). Likewise, the urge to allow the 'other view' to be heard, particularly when it comes to the discussion of the so called 'sensitive matters', produces a sense of redemption but, at the same time, concepts that enjoy a certain sense of epistemic modesty and political neutrality, such as 'world' and 'nation', continue to preserve the normative framing bestowed to them by their Eurocentric colonial genealogies (Willinsky 1997).

The paper concludes with an analysis of specific examples of biopolitical beautification of the teaching history for a culture of peace. Particularly, we explore how the invocation of 'non- political' (i.e.,'biological') knowledge on commonality of DNA in the margins of history for peace education is reconciled with the use of biopolitical criteria for asylum seeker management and selection (Fassin 2011). The flexible care for and management of otherness, that is, others' narratives of past events treated as benign and others' proneness to future radicalization and poverty treated as malignant, are reconciled by biopolitics' double rationalities: vitalism and security.

Colonialism and biopolitics: Forging identities through colonial programs of social hygiene

Maria Georgiou
University of Cyprus

The control over the colonies and the regulation of the colonized—particularly regulations exhausting for their affective power—through the punitive regulation of their bodies, desires, sexualities, imaginings can be analyzed though multiple Foucaultian lenses to discourse and practice: disciplining, territorializing, medicalizing, eradicating from discourse, optimizing along the axis of economizing as/and reproduction. This paper attempts to bring to the foreground productive forms of colonial governance in Cyprus, in particular, forms that applied towards the protection of the population's health. While these forms of regulation started with the expulsion of the abhorrent, dirty others—lepers and prostitutes-- and the combating of the trafficking/slavery of domestic workers, they were soon redeployed towards a program of general optimization of the population, an array of economized and flexible regulations that Foucault calls biopolitics. In Security, Territory, Population (2009/ 1978) Foucault articulates biopolitcs as:

The development in the second half of the eighteenth century of what was called medizinische Polizei, public hygiene, and social medicine, should be re-inserted in the general framework of a "biopolitics"; the latter aims to treat the "population" as a set of coexisting living beings with particular biological and pathological features, and which as such falls under specific forms of knowledge and technique. This "biopolitics" must itself be understood on the basis of a theme developed since the seventeenth century: the management of state forces (p. 474).

The purpose of the paper is to explore how biopolitical forms of regulation are deployed in colonial settings: Under which mandate do they operate? What is their rationality? How do they overlap with the imperialism of the civilizing mission? Kelly (2010) argues that imperialism was always already 'biopolitical imperialism'. Biopolitical imperialism was applied both on the diasporic bodies of settlers and administrators, since those were far from the metropolitan center and considered at risk, but also the bodies of the colonized others, either because they interacted with the diasporic British population or because, conceived as another population on their own, had to be protected from risks and optimized as experimental forms of Imperial British effectiveness afar and at large.

Several authors (Appadurai 2014/1996· Spivak 1988· Stoler 1989, 2010) have inquired on the implementation of biopolitical regulations in the colonies and on the bodies of colonized subjects. The program of public and social hygiene provided legitimizing frameworks for the suspension and rupture of local counterpublics, the undoing of intimacy and solidarity, and the reformatting of local sentiment from quest of justice by a civilized ruler to civilized subjection to the cleaning of the bodies and preemptive containment of risk.

Reviewing a range of biopolitical programs of social hygiene in colonial Cyprus, from the surveillance and containment of prostitutes to sex education for adult population, seminars on child rearing and cleaning of sentiment from national liberation aspirations, the paper aims to investigate: (a) the educational and welfare identities developed along the axes patient-clinic and native-inspector, and b) the contradictions that underlie the programs of social hygiene as the same practices which are forbidden and penalized for native use are regulated and panopticized (tolerated rather than penalized) for British troops.

"Under Western Eyes": A talk about liberal multicultural education and biopolitics in a post-colonial era

Antigoni Stavrinou
University of Cyprus

The colonial eyes: surveil, classify, possess the colonized. For the colonizer, like in a Panopticon, sight confers power, for the colonized, visibility confers compliance. The colonized body is no more than an object to be described, an object over which knowledge will be constructed, in order to be dominated. Colonialism has been regarded as an era of violent exploitation. And so it was. However, looking at colonial texts, produced by European travellers or journalists, one could easily assume that colonialism was a humanitarian mission as testified by the beautifying for the Colonial Subject expressions of condescending sympathy for the exotic Colonial Other.

It has been more than half a century since the formal end of European colonialism. We are now living in an era of globalization, in which people can move, almost freely, across national boundaries. Following the needs of the contemporary diverse communities, multicultural education requires the restructuring of schools so that all students, regardless of their ethnic, racial, cultural or linguistic background, acquire knowledges, attitudes and skills needed to function in an ethnically and racially diverse world. The development of cosmopolitan attitudes is put at the center of multicultural education in a way that encourages students to keep commitment to their communities while, at the same time, to remaining commited to the "respect of diversity". We have, indeed, advanced in 'civility', moving away from an openly expressed racism. But how far are we from the rhetoric of colonialism and the rationalities of race? The first part of this paper, draws on the rhetorical features and tropologies of the colonial discourse to investigate the extent in which current trends and politics of multicultural education do reactivate some of them. It is believed that such practices continue to classify and trap people in their ethnic identities, failing to avoid essentialism and culturalism, reifying cultural being and freezing difference into synchronized menu-like arrays of multiplicity.

The second part deals with an analysis of multicultural discourse through Michel Foucault' s work on biopolitics. If biopower is seen as a "power over life", which links and linkages become intelligible between biopolitics and multicultural politics? How and, most importantly, why are the features of the colonial discourse intertwined and activated simultaneously with the techniques and the mechanisms of biopolitics? Finally, through whose eyes should the school reality be constructed in order to address fully the challenges of multicultural communities?

Intercultural education in Greece; shaping student identities and linking education with migration

Giannis Moysidis
King's College London

War zones in the Middle East and political, social and financial instability have been driving millions of people away from their home countries towards Europe. The European Union has closed its borders to this wave of refugees and immigrants, who seek better life conditions, and stopped many of them indefinitely, while transiting Greece. Therefore, Greece is called to welcome these people and provide their children with an education based on principles of intercultural education. The aims of this study were to explore Greek students' perceptions of their national and cultural identities, their attitudes towards encountering diverse cultures within the Greek culture, the influence of a Greek curriculum and schooling on the shaping of their identities and the role of their teachers. Therefore, a case study of a Greek state High school in a rural area of northern Greece was performed, after receiving approval from the King's College London Research Ethics Committee. The design and implementation of the study followed a qualitative approach. Education's character was viewed as intersubjective and multi-faceted and, since the aim was to focus on how students make conceptions of their world, an interpretive-constructivist paradigm was followed. Semi-structured interviewing was selected as the sole data collection tool. The study sample were final year students (17-18 years of age, about to complete a full cycle of Greek schooling), who were informed about the project and participated at their own will. In total, 10 High school final year students were interviewed, selected by non-probability purposive sampling, after receiving and reading an information sheet and signing a consent form. These students fell under two categories: a) 7 Greek nationals (3 boys and 4 girls) and b) 3 non-

Greek nationals (3 girls, one born in Uzbekistan and two in Albania) who were raised and schooled in Greece. The reason behind the two categories of interviewees was to explore potential differentiations in their perceptions regarding the aims of the study. Interviews were conducted in Greek and later transcribed. Constructivist grounded theory was selected for data analysis, treating research as a construct rather than a discovery of a pre-existing reality, aiming to maintain a high degree of reflexivity regarding the researcher's actions. No pre-confirmed hypotheses were tested and both inductive and deductive reasoning was employed. To this date, data analysis is still in progress and final conclusions and research findings will have been finalized by the beginning of the Conference.

The role of the institutional context in shaping educational research-based teacher professionalism

Beatrice Cucco
Università degli Studi di Torino

This study is part of an ongoing project about the use of research and teacher professionalism in the Danish and Finnish teacher preparation. During the last thirty years, teachers have been challenged with new professional demands. A keen solution to cope the new professional issues, could be the use of educational research. Thus, teachers and future teachers should be trained within an educational research environment (Mincu, 2015; Tatto & Furlong, 2015; Winch, C., Orchard, J. & Oancea, 2013).
Nevertheless, research-based teacher professionalism may be shaped by the context. The context, indeed, is often seen as a source of different educational systems (Bray, Bob, & Mason, 2014). Thus, my aim is to describe research-based professionalism, along contextual factors. In order to narrow the contextual factors, I decide to focus my work on the initial teacher education institution. Thus, my research question is: Which are the teacher professionalism and the use of research in Denmark and how are them influenced by the teacher education institution?
The research question has been analysed throughout a multiple case study. In particular, the case that has been analysed is the Danish initial teacher preparation. Denmark has been chosen since it is an outliner case. Indeed, Danish teacher education is held in non-university tertiary education institutions, which have no research duties. Further, following Thomas (2011), I worked using a multiple nested cases study. Indeed, data has been collected into two Danish institutions. Data collection was mainly through interviews with the main actors involved in the teacher education programme (educational leader, teacher educators and student teachers). Thus, the use of a multiple nested cases study, helped to have a broader picture of the Danish teacher preparation.
Some preliminary conclusions show that the main ideas of professionalism are usually engaged with the use of differentiation in the teaching practice. Further, these ideas are often developed through discussions and experience during practical periods. Thus, the concept of professionalism seems quite distant from an idea of research-based professionalism. Moreover, data shows that teacher education institutions have an important role in shaping research-based teacher professionalism. Indeed, it seems that Danish institutions are more willing to offer a practice-based than an educational research-based education.
The firsts results indicate a connection between the role of the institution in shaping the research-based teacher professionalism. Broadly, institutions directly influences the initial teacher preparation.

Negotiating identities and oral participation in intercultural classrooms: Perspective of international students at a British university

Sihui Wang
University of Glasgow

The internationalisation of higher education has brought about culturally, socially and linguistically diverse classrooms, especially the case with postgraduate taught students (HESA, 2017). Exploring how this group of students negotiate and develop their participation and identity is crucial to facilitate their studies in the new learning environment and can have significant practical and policy implications for UK Higher Education and other international institutions that might have similar diverse population of international students. This paper, drawing on part of the empirical data from my PhD project, examines selected cases of international students' ongoing learning experiences in the intercultural classroom at a British university in their efforts to integrate into the new learning environment. The analysis of selected cases provides insights into postgraduates' construction of new identities and development of oral classroom participation in the new learning environment. Grounded in the theoretical framework of "Community of Practice" (Lave and Wenger, 1991; Wenger, 1998), this paper perceives international students' learning as a socially situated process in which they interact with more experienced members to towards full participation as legitimate members (Duff, 2010). This study applied ethnographic case study among 10 postgraduate taught students at a British university to explore the examined issue for the whole academic year. Tracing students into different classrooms, observing and interviewing their reactions and responses to the class practices, the researcher documented their changing perspectives at different stages. Focal students' perspectives were the main focus, while different views from their instructors and peers in complement with field notes of classroom observations were also studied to present how they were positioned and conceptualised by other community members.
This paper presents a reciprocal relationship between their identity negotiation and classroom participation. It can also contribute to the empirical applications of Lave and Wenger's (1991) 'Community of Practice'. Comparing and contrasting the selected participants' responses to their postgraduate programmes, the researcher further explained their different socialisation processes by mapping out factors that lead to their different identity negotiation trajectories and distinctive classroom participation patterns. Acknowledging the complexity of culturally and linguistically diverse classrooms, this paper suggests the importance of 'sense of community' and 'legitimate participation' in the process of international students' identity negotiation. It also makes practical and policy implications for higher education institutions to facilitate international students' studies overseas.

Transformation of identities of adult migrant learners

Georgia Barkoglou
Open University of Cyprus

The proposed presentation is actually part of a research in progress, in the context of my PhD studies that have just started (academic year 2017-2018). The purpose of the research is the tracing of transformations of identities of adult immigrant learners who attend an educational program which aims at the learning of Greek language and culture. In particular, it is intended to explore the specific program elements, which contribute primarily to the construction and/or reconstruction of identities of adult immigrant learners, as well as to study whether and how the construction and/or reconstruction of their identities can lead to social change in real world.
Regarding the methodological paradigm for the proposed on-going research, a qualitative research that frames its purpose in the context of critical theory will be adopted. In particular, it will be used the biographical approach, which in the field of adult education can contribute to a deeper understanding of learning experiences in specific environments and can illuminate the importance of learning in one's life, always within specific -historical, social and cultural- framework.
Having in mind that European Policy agendas promote the empowerment and the social change of migrants, the research aspires to illuminate the nexus between adult education for migrants, learning and identities and show how identities could be shifted in a positive way for migrant learners reinforcing contingently their social change, as identity is the intermediate link between the individual and society and has to do with inclusion or exclusion, participation or non.
Nevertheless the accurate identification and determination of the term is not so simple. Besides, in the field of adult education, its meaning is usually used fragmented, since in each case can be examined only as "personal identity", "collective identity", "national identity", etc. However, the different aspects of the identity of a real person cannot be totally separated between them and thus unaffected one by the other. On the other hand the literature shows that the concept of "identity" in adult education is usually used as a cause or mediator of a learning result without being valued in relation to the social life and/or change of the person. So, we attempt to investigate and determine the term "identity" in a holistic way and create an easy-for the field of adult education- theoretical model, which is the part that will be presented.

Critical Literacy as a globalising network of meanings and actors: The case of the new curriculum of Modern Greek Language in Cyprus

Myria Iona
University of Cyprus

Globalization studies focus on the examination of the transnational flow of capital, people and beliefs; in comparative educational research, they additionally explore the travelling of educational reforms and practises across 'borders' and from one 'context' to another (Steiner-Khamsi & Waldow, 2012). This paper describes an on-going PhD research project set to study the ways in which 'critical literacy' (a) has become a global network of meanings and actors, and, (b) has expanded in specific ways during curriculum reform to include meanings and actors from Cyprus education. In particular, this paper argues three things:
(a) the time moment in which curriculum reform was taking place, created the necessary local conditions that made possible the expansion of 'critical literacy' in Cyprus, (b) the educational network of 'critical literacy' appears officially in Cyprus in a specific way, through the three academics who were assigned the role of writing the new official curriculum of Modern Greek Language, and, (c) 'critical literacy' as a global network of meanings and actors has been reconceptualized in the new official curriculum, acquiring local expressions of its practices and methods.
In order to test these, the paper adopts an Actor Network Theory (ANT) approach, as reading educational reforms from the perspective of ANT offers useful and concrete ideas about what goes on in the dynamics of educational change (Fenwick, 2011). More precisely, it focuses on the conceptualization of 'critical literacy' by the three academics that were appointed to write the New Language Curriculum, seeking to establish their links with the global critical literacy network of meanings and actors. Future research must focus on how this conceptualization led to the creation of new meanings which in turn caused specific reactions of other local actors resisting the expansion of 'critical literacy' in Cyprus.

Educational change as a sequence of choices, a 'dialogue' amongst stakeholders and a juxtaposition of dominant discourses: The case of the Language Education curriculum reform in Cyprus

Maria Athanasiou & Mary Koutselini
University of Cyprus

National curricula contribute to the regulation and legitimation of certain knowledge (Apple, 1992) inside and outside schools, therefore, establish a field of struggles and debates amongst different groups aiming to promote their own interests and to gain control over a state resource (Foucault, 1970). The aim of this paper is to unfold the public dialogue carried out during the introduction and implementation of the Language Education curriculum reform in 2010. Adopting an archival research approach and using a mixed-methods methodology (hermeneutics, content analysis, discourse analysis), this study attempts to trace the various stakeholders' interventions and arguments both in relation to the educational reform and the Language curriculum proposed. The stakeholders' public interactions portray the 'field' (Bourdieu, 2005) within which they position themselves as 'reform actors' and/ or 'resistance actors' (Rappleye, 2006). The various zones of negotiation and conflict resulted to the formative assessment of the educational reform and to the publication of a revised 'Policy Text' for Language Education. Some of these zones concerned: the attribution of 'visibility' to the GC (Greek Cypriot) dialect within the language classroom; the integration of the critical literacy agenda as the curriculum's outset; and the proposals for the primary and secondary school timetables.

Literacy teaching and teachers' identity: A study of five elementary teachers' life histories in the Republic of Cyprus

Rafaella Maroulleti
University of Cyprus

This presentation is focused on the professional and personal identities of five primary teachers in the Republic of Cyprus. Studies and researchers like Goodson and Sikes (2001) underline that the crucial concept of identity should be studied in connection with life experience. Besides, Goodson (2003) points that life experience and background are obviously key ingredients of the person that we are- of our sense of self- to the degree that the ways in which we invest our self in our teaching, experience and background shape our practice. Drawing on these premises, this presentation aims to discuss the politics of identity construction by highlighting how elementary teachers' experiences and conceptualizations of literacy and everyday life events contributed to the ways they described literacy teaching and classroom practice.
This presentation utilizes data from a broader study on elementary teachers' construction of literacy teaching and sense of professionalism in Cyprus. Qualitative methods that draw on biographical and life history research were employed for the collection and analysis of data. In particular, data for this research were collected through two semi-structured, life history interviews with each participant. Data analysis was based on thematic data analysis theoretically informed by Goodson and Sikes (2001). After the analysis, a profile for each participant was created, while constant comparative analysis allowed the identification of convergences and divergences in the participants' life histories.
The results of the study indicate that teachers' identities are dynamic, fluid and interrelated, given that the complex interplay of the personal and professional appears to be related to broader social, economic, and historical contexts. In addition, analysis allowed to identify different constructions of professionalism as those connect to but concurrently expand beyond the ways language, literacy, and identity are conceptualized over time in schools. Furthermore, many reasons have arisen that teachers return to or maintain traditional forms of literacy teaching. Finally, as teachers' sense of self connects to changes relating to their deprofessionalisation, this presentation considers teachers' agency in literacy teaching and in the profession, more broadly.

Teachers Unions as a "filter" of international policies: A genealogy of the proposal for a new recruitment system in the Greek-Cypriot education

Christiana Kyprianidou
University of Cyprus

Why has the proposal for the reform of teacher recruitment system in Cyprus taken so long to be implemented (from 1997 to 2015)? This paper claims that an answer to this difficult question (partly) lies on the vested interests (benefits) of members of teachers unions. In particular, it offers the argument that any reform of teacher recruitment system was seen as a threat to their interests, and thus, they resisted it. They accepted to negotiate with the Government about possible changes in this system only when the interests of their members were secured.
The scope of this study is to investigate how teachers unions in Cyprus acted as a "filter" of international policies and more specifically, of policies presented in various reform proposals and by various international actors related to the reform of teacher recruitment system. The study explores the way in which teachers unions reacted to these proposals through articles written in the popular press and through interviews conducted by the researcher. It also examines how their reactions influenced the final version of the proposal which was enacted by the Parliament in July 2015. It is argued that teachers unions have influenced the final version of the proposal in three ways:
(a) determining the teachers' recruitment rates (the percentage of teachers who will be recruited from the previous waiting list and of those who will be recruited from the new waiting list),
(b) determining the points given to teaching experience for the candidates' classification in the new recruitment waiting list, and,
(c) extending the transition period (between the previous teachers' recruitment process and the implementation of the new process).

Comparative data and education policy in Cyprus: the reform proposal of new school timetables

Chara Triteou
University of Cyprus

The ongoing reshaping of education policy arose as a prevailing topic of discussion in education literature. Processes of education policy and policy adoption are constantly changing and new forms of policy-making are emerging in education governance. International and European comparative studies and data, such as indicators, benchmarks and other numerical data, feature prominently in those processes as they promise legitimization, objectivity and validity to decision-makers during the introduction of controversial educational reforms. In addition, comparisons constitute a common measurement tool which permits mutual exchange and accountability as well as self-monitoring of each member-state, thus achieving policy convergence amongst European educational systems.
This paper seeks to examine the "Final Proposal of the Scientific Committee of the Cypriot Ministry of Education and Culture for the Reform of the Primary and Secondary School Timetables in Cyprus" with the aim of identifying if and how comparative data are used in this policy document. The analysis focuses exclusively on the proposed changes related to Secondary School Timetables for two reasons. First, the ideological and historical orientations of the Cypriot Education which have a positive influence towards the enhancement of specific courses in the secondary school timetables. Second, sociological and trade union factors as the pressure exerted by secondary teacher unions influences significantly the exercise of educational policy in Cyprus. My argument is, therefore, developed in two layers. The first asserts that comparative data are evident throughout

this proposal in the form of averages presented in a way to 'scientifically' articulate the need for change of current school timetables. That is, comparisons are constantly made between the average of instruction time for each school subject in Cyprus and the average in the EU countries and the countries of the OECD, and, this juxtaposition serves to produce and legitimize the need for improving the Cypriot education system. The second layer of my argument suggests that comparative data are selectively used in this policy document. Selectiveness is applied in three ways. First, comparative data are ignored in the case of Ancient Greek Language, Modern Greek Language and Religious Studies and their selective use, I argue, is defined by the historical and ideological orientations of education in Cyprus. Second, especially in relation to the teaching of History and Geography, there is no reference at all either to the school subject as such, or to its respective averages of instruction time in Cyprus, EU and OECD countries. The lack of citation, I argue, is once more defined by the above-mentioned reasons. Third, comparative data are systematically used in a way to justify curtailments in the instruction time of certain school subjects so as to avoid the possible reactions of various teacher unions and political parties.
Therefore, the study of this particular education reform sought to examine the multiple interactions between comparative studies and data, institutional frameworks and historical legacies during the shaping of new education reforms in Cyprus.

The role of the teacher in the transfer of new history; an ethnographic approach to new governance in education

Angela Ioannou
University of Cyprus

The role of teachers is integral within the framework of transnational governance. As the nation state is no longer the sole architect of education, transnational forms of governance affect education either by directly impacting the discourse and reforms of national agencies or by influencing the classroom teacher. My particular focus is on the teacher as an agent of transfer and new governance in the Cypriot classroom. Specifically, I aim to ascertain whether and to what extent the flows of new history have entered the classroom- and the lessons on the history of Cyprus- despite its official rejection. Furthermore, the permeologies that may lead some educators to accept elements of new history and the immunologies that drive others to reject it altogether are examined.
The approach taken is an ethnographic analysis of classroom observations and interviews with classroom teachers along with an analysis of the literature on transfer, new governance in education, new history, history teaching in Cyprus and the role of the classroom teacher.
The interviews and observations already imply a strong correlation between the teachers' ideology and concept regarding identity with the acceptance or rejection of new history. Teachers who claim that the goal of history is to preserve Hellenism may be less likely to challenge the nationalist narrative while those who seem to identify with a Cypriotcentric identity question the mainstream narrative more frequently.
Another early assumption is that the perceived academic level of the students as well as the available teaching time seem to act as permeologies/ immunologies; teachers at the first two years of gymnasium deviate from the curriculum/ textbook more sparingly citing both the "level of the students" as well as the restriction of time while older students at the lyceum level were considered "more capable of critical thinking, analysis and the "display of empathy".
Lastly, so far in every case where new history is adopted this has led to a hybrid as the teacher oscillates between the necessity to follow the nationally prescribed curriculum, the use of the state textbook and resources on the one hand and beliefs and practices connected to new history on the other.

School Year Objectives in Cyprus education: Studying policy transformations in time

Kika Kattami
University of Cyprus

The paper draws upon a broader study which conceptualizes national educational policy as a field under negotiation, were policies, from local, regional, national, European and international contexts interact in a dynamic relation. National Education Policy agendas are defined in multiple policy contexts and are linked to international relations and processes; at the same time, national factors, local interpretations and socio-economic issues contribute dynamically to their construction.
Cyprus is explored as a case-in-point. In particular, the study focuses on the School Year Objectives, an education policy that has been established by the Education Ministry since the mid-1980s. These objectives are set annually by the Ministry in order to be implemented through both the different school subjects and through the everyday school life of students during the school year in question.
Drawing data from the Ministry's circulars from the time of the establishment of the policy in 1986 until 2017, when the policy has been subjected to change, the study aims to bring out the priority objectives of the Ministry. In particular, the study argues that:
(a) School Year Objectives have been transformed from a policy aimed at strengthening the pedagogical and social role of schools, into a policy for the promotion of local, national, European and international policies.
(b) The accession of Cyprus to the European Union contributed to alterations in the discourse of the Ministry which are related to the wider European and international discourse.
(c) The Ministry, as the national education policymaker, has been transformed into a mediator of multilevel policies.
The circulars were subjected to content analysis, thematic and critical discourse analysis. The method is chosen as appropriate to reveal: a) the themes-issues that constitute the priorities of the Ministry of Education over a period of approximately 30 years; b) other texts to which the SYO are related; and c) the transformations in the Ministry's discourse as a result of interaction with policies that are shaped in multilevel contexts.

1. Moulding identities at times of (post)crisis: Higher education governance and knowledge transformations in Europe

This Thematically-Focused Panel (TFP) seeks to explore the processes of governing higher education in Europe and academic identity formations as negotiated in the national contexts of certain EU member states located in Southern Europe. It focuses on the changing role of knowledge and power relations in the transitions to a (post)-crisis period with regards to the multi-scalar governmental regimes of European and global policies on education (Carter & Lawn, 2015; Lawn & Normand, 2015).

The recent economic crisis in Europe and its 'management' at the economic and political levels of the EU as well as the involvement of global agencies such as the IMF, have radically affected the conditions of European governance in general and of education in particular (Zambeta, 2014). We argue that these necessitate fresh analytical resources so as to think through the political and social interplay of education and identities. This is especially the case for Higher Education (HE) which mainly through European policies (Bologna Process, EU) on quality assurance and a strong emphasis on graduates' employability has been construed as a 'pillar' for Europe and its own its vision of being strong society of employment and social cohesion (European Commission, 2017).

In our perspective, several kinds of transformations in European societies, seen as consequences of the onslaught of the economic crisis and its climax in 2012-2015, have affected the conditions of HE and its governance- with HE, in this panel, thought through as a proxy to European identities formation. First, crisis enhanced doubts around the role and efficiency of the Open Method of Coordination (OMC) to promote convergence in the European policy space and intensified arguments about 'disintegration' processes going on in Europe at present (Borrás & Radaelli, 2015; Jones, 2018). The domination of economic mechanisms as the only means of managing the crisis and as the only expression of European solidarity to prevent, for example, Grexit, is indicative of the complexity and discontinuities of Europeanising discourses, especially in terms of the 'new' roles and purposes projected to (higher) education, e.g. high standards, employability. At the same time, the more 'powerful' countries ceased to appear invincible by the new conditions of European governance, as exemplified by the ongoing Brexit. The construction of a European identity on political, cultural, and social grounds seems to have been rendered inconsequential. Secondly, these practices of exercising power operated as a catalyst for the rapid, if not violent, compliance of countries such as Greece, Cyprus, Spain, Portugal. The latter was forced, whilst being supervised, to 'manage' their national financial problems by introducing austerity measures and by targeting public education reforms towards new public management practices for low-cost human recourses, high productivity and accountability (Zambeta, 2014). It appears that these pressures have disrupted the discourses of European integration and European identity which for some time now were based on the idea of a better common future – even in economic terms. Rather, the conditions of 'crisis' have created doubts around the meanings and understandings of European integration, as it has contributed in the revival of nationalisms as powerful meaning-making discourses for EU citizens (the right-wing ideology being their most radical and anti-European expression).

This TFP aims to contribute to the debate on higher education reforms by moving beyond as well as challenging labels such us 'southern', 'eastern', 'north' that have been fueling divisions and polarized rationalities at a time of Europe-in-crisis. The papers of this TFP are brought together by a focus on comparing the pre-crisis years of the 2000s with the increasing complexity of 'Europeanising' HE in the current conditions of post(?)-crisis, which have been rendered more 'obscure' as national states find themselves negotiating their positions and responding to the common European HE policy agenda in complex ways. Bringing together four contributions from Greece, Cyprus and France which explore such changes in HE, we argue that analysing the governmental processes of knowledge transformation and new identities formation, based mainly, but not exclusively, on Foucault's and Bernstein's theoretical approaches, could facilitate a multi-scalar gaze of this field. Such a gaze enables us to question and understand the challenges that universities face today in terms of their governing functions; their academic practices of teaching/ learning, assessment and research; as well as their role as key players both in the policy field and in the public sphere of European societies.

Greek higher education and the implementation of a decade-long quality assurance policies: The impact (?) on Greek higher education institutions

Aggelos Kavasakalis
University of Patras and the Hellenic Open University

Since the start of the Bologna process, quality assurance (QA) policies have been at the core of the creation of a European Higher Education Area (EHEA). The establishment and implementation of evaluation and quality assurance processes with common standards and guidelines in the EHEA is, among other things, an indispensable tool for the reinforcement of many other European education policies such as students' mobility, the recognition procedures of courses and period of studies at institutions of another member country and the creation of European (and national) qualifications frameworks. All these policies in coordination promote and are expected to strengthen transparency and accountability within the EHEA and, be extent, expected to strengthen European higher education systems. A strong and globally competitive EHEA acts as a pillar of a strong European employment society and social cohesion. These developments become even more important in the recent period of dealing with the consequences of economic crisis, which are particularly intense in most countries of southern Europe.

At national level the establishment and implementation of a quality assurance system for Greek universities is a policy theme that has historically reinforced conflict in the public policy arena. QA policies are being developed adhering to corresponding European education policies. This establishment and implementation is not without transformations and the notion of policy transfer is a profound notion to use in attempting to understand these adaptations from European to national and then to subnational levels. Nowadays, after 10 years of implementing quality assurance policies in Greek higher education, the main questions that this paper explores concern their potential impact on the culture of higher education institutions (HEIs) and on higher education institutions governance.

The present paper has a twofold aim in relation to the thematically-focused panel. Firstly, having analysed some of the turning points of QA policies in the EHEA since 1999, when the Bologna Process was launched, and the corresponding developments at the national (Greek) and sub-national level, we will explore the type and characteristics of policy transfer processes between the different levels. This will be followed by an analysis of the data from the evaluations that took place (mainly the evaluation reports of the HEIs), to trace and interpret the changes that may have been brought into HEIs' governance and the broader transformations that they may have been activated in the Greek higher education system.

National frameworks for quality assurance and accreditation in Cyprus and Greece: New "voices" and boundaries in the processes of higher education identity formation

Antigone Sarakinioti & Stavroula Philippou
University of Cyprus

Our presentation focuses on the changes of higher education as a policy field of practice undergoing pressures towards change which have been construed as a 'crisis' over the last decade. Drawing on previous explorations of such struggles in Greece (Sarakinioti & Tsatsaroni, 2017), we compare to the case of Cyprus through the example of teacher education. In particular, this paper draws upon a broader study about HE policies for quality assurance and accreditation and their implementation in the curricula of teacher education in Cyprus and Greece.

Through the comparative exploration of the transformations in the university sectors and teacher education curricula in the two countries in relation to discourses of Europeanisation, especially those manifested through the Bologna Process, we pose questions on policies and processes of evaluation and quality assurance, as enacted today in the Cypriot and Greek HE sector. Our aim is to explore how these rather 'new' interventions of the regulative policy discourse into the pedagogic discourse of the institutions in the two countries, operate for the reconstruction of academic practices and identities by reconstituting the boundaries of knowledge/power relations that regulate the reform processes of the two University sectors. More specifically, we focus on two interrelated levels of analysis. Firstly, we explore the increasingly centralised governmental control over the two HE sectors and the ways in which this transforms the relation between institutions and the state. Secondly, we pose questions on the institutions' knowledge conditions to negotiate and to cope with the European pressures for performativity, trainability and employability as mediated, in the current conjecture, by the two states and the political parties in power, namely the left-wing party of SYRIZA and right-wing party of DHSY in Greece and Cyprus respectively.

To address these issues we use Bernstein's conceptualisation of symbolic control and of a Totally Pedagogised Society (TPS) (1999, 2001) and its operationalisation to understand the policy processes that inform changes at the official and pedagogic recontextualising fields, that is to analyse the complex of agencies, agents and social relations through which power, knowledge and discourse are brought into play as regulative devices. Through these notions, in particular, we can make sense of current discursive shifts, e.g. between teaching-learning and evaluation, learning and doing, education and work in the struggle to manage social, economic and cultural changes and to transform collective and individual identities.

Internationalisation, language-related knowledge recontextualisations and academic identities in the context of Greek Higher Education Quality Assurance processes

Areti Vogopoulou
Technological Educational Institute of Peloponnese
& University of Peloponnese

Amidst a severe fiscal crisis government-led quality assurance processes were implemented in the Greek higher education (HE) system following a long period of controversies and resistance stemming from a fraction of the academic community and various social and political stakeholders (Stamelos & Kavasalakis, 2011). In a highly bureaucratic state with a traditional collegiate form of regulation, initial resistance was finally curbed with the aid of the dominant discourse on austerity (Zmas, 2015) which capitalized on the need to deal with the system's 'ineffectiveness' and to introduce technologies and processes that would increase the system's transparency, competitiveness and accountability. Rules and regulations derived from the 'best' practices internationally, formulated government-promoted evaluation processes (Naidoo, 2016) which were assessed and disseminated by 'experts' (Grek, 2013) at different levels. Through and within these processes language–related knowledge is redefined as it is linked, directly or indirectly, to best practices internationally which are construed as indicators of quality. In particular, publications in international English outlets, academic mobility and English taught courses, all associated to the modernisation and internationalisation of the national HE system in line with global and European 'standards of excellence', are highlighted and treated as desirable practices as they 'count' for performance measurement.

Drawing from Bernstein's theory of the pedagogic discourse (2000) and Foucault's concept of governmentality (1991) I argue that these new forms of evaluation processes introduce performativity

technologies (Ball, 1994) and can be viewed as pedagogic devices (Middleton, 2008; Stavrou, 2016) which 'pedagogise' academics in new contexts of legitimate actions, new roles and values. These 'pedagogising' processes encode the recognition and realization rules which are necessary for the (re) construction of legitimate identities. To illustrate our theoretical points, we use empirical data produced by analyzing the external evaluation reports of fifteen departments in Greek HEIs in conjunction with semi-structured interviews of twenty-five academics responsible for institutional policy-making in the departments of our sample. We focus on the processes of change in boundaries between new forms of knowledge and new types of power/control relations as articulated in the discourse of quality assurance processes and rearticulated or challenged in the discourse of the academics in their local settings. By utilizing the metaphoric meaning of boundaries I map the transformations that impact on the national and local sites of academics' professional lives and create spaces for the re-negotiation of 'legitimate' practices and new identities (Tsatsaroni et al., 2015).

The 'employability' shift in higher education policy: From new governance to changing identities in academia

Sophia Stavrou
University of Cyprus

Analysis of higher policy discourse in the last two decades reveals that despite the plurality of voices and of their authors (State agencies, European institutions, international organisations, representatives of the economic field, unions, expert agencies), a 'polyphonic consensus' prevails on the orientation of meanings for higher education reform. 'Employability' becomes a category of reform, semantic and practical, and transformed into a political issue, creating a connection between higher education policy, especially curriculum development policy, with active social and employment policies. This is supported by arguments related to recent social data revealing unprecedented high rates of youth unemployment, especially in the broader economic crisis management context. 'Employability' has indeed become a hegemonic narrative in the Gramscian sense, reinforced and embedded through a range of channels (Arora, 2015). In France, new forms of public action and organisation of institutional work, turned towards technical rationality and the efficiency of institutions (such as New Public Management), have contributed to this. This was through the development of performance evaluation devices, namely quality-assurance mechanisms for the evaluation of public universities, which determine their funding. Empirical multi-scale investigation on policy conception and implementation shows how complex is the relation between engaging with supranational policy objectives, and national centralised or local recontextualisation processes undertaken by individual and collective actors. As regards to its effects, one can observe direct consequences on the transformation of academic knowledge and disciplines: a turn towards a 'regionalisation of knowledge', specifically the creation of new objects of official knowledge, interdisciplinary, projected to labour-market activities, which fundamentally alter the virtual pedagogic identities that are to be produced in the university. At the same time, this leads to a reconfiguration of professional identities, resulting to phenomena of 'identity dimorphism', that is the coexistence of multiple roles with differing or even conflicting normativities of action (disciplinary, pedagogic, representation, political, market-centred) operating within the academic field. The paper discusses Bernstein's concept of recontextualisation, which was reappropriated in this research to articulate sociology of public policy and sociology of the curriculum. The findings underline the concept's descriptive potential and heuristic character as an essential sociological concept for analysing contemporary higher education policy.

2. Shaping new European educational and research identities. Insights from research on the Global Education Industry

The proposed Thematically-Focused Panel (TFP) focuses on how the discursive construction of an imagined space for education, research and innovation in Europe has not only realigned the social and economic contexts of public education and research but is also shaping European educational and research identities. We argue that the constitutive role of this imaginary goes well beyond a mere political rhetoric summoning a distinctly European education space and has become powerful in providing common problem definitions, setting hegemonic objectives and legitimating specific logics of intervention in current education and research policies, thus shaping educational research, policy and practice.
With view to relating these issues to global developments, we draw from research on an emerging Global Education Industry (GEI) and Global Education Policy (Verger et al. 2016; Parreira do Amaral et al. 2018, in prep.; Mundy et al. 2016). The TFP focuses on the implications of the emergence of new for-profit providers and policy actors in education whose discursive and material influence has the power to spin discourses and agendas. Importantly, this space may – in times of fiscal austerity and decrease of public funding for education and research – provide a profitable arena for GEI actors and change the roles of state, businesses, and philanthropic actors in the context of education and research in Europe.
Against this background, the TFP illuminates developments in European education and beyond that indicate substantial transformations in the realms of education research, policy, and practice. The session is structured along four papers that introduce central issues, analyse current developments and reflect upon their consequences for education.

Embedding education in the European economic imaginary?

Marcelo Parreira do Amaral
University of Muenster

The theme of economization of education concerns not only its provision – privatization, commodification – and implementation/management – standards,

accountability and quality systems. It also affects its research, both policy and practice. Education is central to current research policy agendas such as the European Union's Framework Programmes. In the current Horizon 2020 research programme, Education along with other Social Sciences and Humanities (SSH) are being reduced to their potential for technoscientific innovation and to their practical contribution to tackling societal challenges. In European Union's parlance, 'embedding' means that SSH disciplines are to be "fully integrated into each of the general objectives of Horizon 2020. Embedding SSH research across Horizon 2020 is essential to maximise the returns to society from investment in science and technology." (European Commission)
One assumption is that education research is not simply being 'embedded' in the (technocratic) tackling of societal challenges, but rather encased in a dominant regime of knowledge production associated with the 'knowledge-based economy'. This dominant knowledge regime emphasizes the economic principles of competition, efficiency and effectiveness as well as quick translation of knowledge into globally marketable products and services. This contribution looks into this development considering the different perceptions of the role of SSH and highlighting the frictions involved. It also enquires into the (potential) implications for education research as a field when it is 'fully integrated' in this economic imaginary and, finally, relates them to issues of social justice since economic growth is readily consociated with social inclusion.

The education policy-industry complex: Exploring the strategies of the philanthropic and corporate sectors in the promotion of education reform

Clara Fontdevila & Antoni Verger
Autonomous University of Barcelona

A state-centered approach is no longer appropriate to understand the process and orientation of current education reforms. This is not only due to the globalization of educational policy agendas and policy spaces, but also because non-state actors are increasingly active in the policy-making domain. In the current global governance scenario, we observe how the corporate sector, usually through its philanthropic foundations, has embraced new practices and discourses that transcend conventional forms of giving, and has adopted advocacy and policy influence as key areas of activity. To this purpose, the private sector is resorting to an increasingly richer spectrum of policy influence strategies. In the education field, however, this is an emerging phenomenon that has not yet been properly analyzed and documented from an international comparative perspective.
This paper aims at filling this gap by analyzing the emerging corpus of operating principles, procedures and strategies deployed by the corporate and philanthropic sector in education policy-shaping processes internationally. Methodologically, the paper is based on the empirical material collected through a systematic literature review (SLR) on the political economy of education privatization reforms, which involved the analysis of 227 primary studies.
Through the SLR, our paper systematizes a range of different strategies articulated by the private sector to promote education reform, namely: (1) knowledge mobilization – the effort to produce and disseminate research perceived as aligned with a particular policy agenda; (2) networking – investing in establishing and maintaining connections with like-minded or influential agents, whether through formalized alliances or more informal spaces; (3) engaging with grassroots – supporting civil society organizations with a similar agenda; and (4) leading change by example – sponsoring pilot projects which are likely to be scaled up. We illustrate each of these strategies with examples coming from case studies carried out in countries with different levels of economic development and different political systems.
Our results suggest that the corporate sector plays an increasingly diverse range of roles in the education policy field and, more importantly, than these extend far beyond lobbying – conventionally deemed as the par excellence modality of private sector influence on policy decisions. This paper contributes to an understanding of less obvious channels of influence of the corporate sector as well of the increasingly diverse range of assets and capitals on which this sector relies.

UNESCO, education, and the private sector: A relationship on whose terms?

Natasha Ridge & Susan Kippels
Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research

Over the past 25 years, there has been a steady increase in the involvement of the private sector in the global education landscape. While studies of what is now referred to as the global education industry have taken a critical look at new private sector actors, there has been less attention paid to the role of the United Nations Scientific and Cultural Organization (UNESCO) in facilitating their entry and growing influence. As UNESCO seeks to define its role and exert influence in the post Millennium Development Goals (MDGs) world it has increasingly sought new partnerships and revenue streams from the private sector. While benefits of the relationship with UNESCO for the private sector are ascertainable, what is less clear is how much of a benefit or indeed cost, these partnerships are to UNESCO, and, more importantly, to countries and communities in which they work.
The trend toward private sector involvement in public education shows no sign of slowing despite the fact that the UN-Special Rapporteur on the Right to Education, Kishore Singh, has publically commented about its adverse impact on access to education. Despite this, it appears that UNESCO is gradually moving further away from viewing education as human right, favoring private sector provision and privileging corporations over citizens. The role of UNESCO in partnering with the very organizations that are responsible for the privatization of education therefore requires much closer attention.
This paper explores the relationship between UNESCO and various private sector and philanthropic organizations active in the global education market. It examines how a multilateral donor organization which, in its own

words, is committed to education for all is increasingly appearing as a brand for sale, with its commitment to free, universal education being seemingly diluted over time. The paper begins by examining the development of private sector involvement in the United Nations in general and in UNESCO, in particular. It then explores the possible motivations behind UNESCO's desire to court the private sector. Next, it examines some of the more recent private sector partnerships and trends in private sector funding for UNESCO, alongside exploring the ethical conflicts inherent in some of these relationships. The paper concludes by considering how the increased involvement and solicitation of funds from the private sector may actually be influencing and driving UNESCO's global education agenda rather than the other way around, thus potentially placing UNESCO's own brand and reputation at risk.

Reimagining European Higher Education: A tightrope between public service and academic capitalism

Marvin Erfurth
University of Muenster

Current European strategies powerfully frame the role and purpose of higher education (HE) in European knowledge economies: HE is being described as an essential extra-economic factor for global competitiveness and innovation. Hence, these strategies exemplify an increasing discursive importance of economic benchmarks and ideologies for HE policy-making. Not only has this framing of HE severe implications for policy-making, but it also impinges on practice as it discursively articulates notions of European HE as a public service with HE as a tradable commodity. The latter has the potential for dramatically reshaping European educational and research identities. While balancing economic necessities and societal needs has traditionally been a tightrope for policy-makers, the discursive re-imagination of European HE is a matter of academic concern for two reasons: First, the EU plays an increasingly important role for national (in particular for public) HE policy. Second, higher education has evolved into a global business sector, in which global actors exert (discursive) power concurrently on different scales and spaces, which entices us to understand better the dynamics between the global and the local. This contribution departs from the assumption that the development of the EU into an influential player for HE policy is complexly related to the development of HE into a global business sector, producing unintended effects that have to date seldom been studied. The contribution therefore adopts theoretical lenses from Global Education Industry research to illuminate the impact of a global educational business sector on European HE policy. Methodically, the paper is based on a literature review of policies and strategy papers of public and private actors. This impact of a global educational business sector on European HE policy currently propels academic capitalism, for which the contribution ascertains the adoption of economization, commodification, and financialization as action-guiding rationales for European HE policy. Hence, the contribution relates the dynamics created by this impact to implications on notions of European HE as a public service. Finally, it traces unintended effects produced by the interplay between the EU as a regional HE policy player and discursive powers exerted by global for-profit HE providers in shaping European educational and research identities.

3. Shaping young adult identities through LLL policies: between standardisation and individualisation

This Thematically-Focused Panel (TFP) focuses on how Lifelong Learning (LLL) policies across Europe affect the life courses of young adults, crucially shaping their identities. We assume that because young adults represent highly heterogeneous groups – in terms of life projects, interests and resources as well as in terms socio-economic stratification and living conditions – LLL-policies have different impacts on their individual processes of meaning-making and the construction of own learning histories and identities.
The Panel presents and discusses critical analyses of current EU-policies that aim at promoting social inclusion through securing the (socio-)economic independence of young adults. In other words, policies that aim at securing growth and inclusion by means of streamlining – and to some extent – standardising 'successful' learning trajectories. We argue that LLL-policies are more often than not designed reflecting assumptions of 'standard' life courses rather than young-adults' needs, thus creating mismatches between social expectations and individual choices. This entails the unintended effect of increased exclusionary dynamics, which they intended to counter in the first place. Thus, we assume that policies create and reinforce side-effects on a meta-level that aim at establishing norms and standards regarding key transition processes, useful and necessary skills and thus reflect selective interpretations of problems.
In disregard of much of the state-of-the-art of Life Course Research (LCR) research, LLL-policies are often based on assumptions about linear life courses. Through different techniques of measuring their success and failure in life, they foster the standardisation of target groups, which aims to reduce inconsistencies, yet often creates mismatches between policy-fits and young-adult's needs. Conceptually the papers draw on three perspectives to analyse the different, often competing, objectives of LLL-policies leading to intended and unintended effects on young-adults' life course creating (mis)matches individualisation between standardisation: LCR opens up new vistas for investigating biographies as non-predictable sequences, while the modes and logics of policy selection processes as well as underlying expectations and problem-definitions in regards to the target are illuminates with the perspective of Cultural Political Economy (CPE). The selective interpretation of problems, explanations and solutions are implemented through the involved actors are best understood by using the perspective of Governance (GOV).
The panel includes four contributions that draw on collaborative research in a European project funded under the Horizon2020 research framework. The first contribution by Schaufler & Jacovkis introduces the topic and provides a conceptual framing of young-

adults' life courses, thus setting the ground for the other papers in the panel. The second paper by Valiente and colleagues discusses the implications of local and regional skills systems across Europe for young adult education-to-work transition by analysis governance structures, actors and processes. The third contribution by Ribeiro and colleagues deliberates on issues raised by using standardisation policies to achieve societal inclusion along the example of one region in Portugal. Finally, the fourth paper by Kovacheva & Petkova rounds out the panel discussions with a presentation and discussion of results from interview research with young adults in the nine projects countries. The focus of the discussion is on the matching of LLL-policies and young-adults' needs and perceptions in their transition to adulthood.

Shaping young adults identities through LLL policies: between standardisation and individualisation

Sarah Schaufler
University of Münster

Judith Jacovkis
Universitat Autònoma de Barcelona

In the wake of economic crisis, current European LLL-policies pay much attention to young adults in their transition from education to work. They aim at social inclusion and growth by especially focusing on those in need and precarious situations. However, as LLL-policies intend to provide support for a smooth transition from one life phase to another, they can level out individual choices as they are driven by standardisation focussing on quality standards, labelling, effectiveness and performance. Over the last years, international comparative education research on educational transitions has focused on processes of (de)standardisation as transitions from education to work have become more diverse and flexible. In times of crisis and (socio)-economic turmoil of global scale, recent findings emphasize increasingly fragmented and often unstable life courses. Especially affected by such fragmentations are young people whose professional and training careers are shaped by changing societal demands and emerging institutional regulations. Important for analyses, those changes unfold on different levels: First, on the structural level (especially concerning the labour market); second, on the cultural level (e.g. the relationship between roles and different 'ages of life'); third, on the identity level (regarding the different subjective meanings given to the various phases of life).
In researching mismatches between policy-fits and young-adult's needs, it is argued that the perspective of LCR, CPE and GOV opens up new vistas for investigating how each policy considers the needs of 'young adults' and their intended and unintended effects on them. While LCR enables a critical reflection on the fragmentations of the life courses, challenging the idea of a standardised sequence of trajectories, CPE allows us to reflect on the discourses, constructions and norms underlying the concept of Life-Long learning in relation to its target group along meanings, expectation, relevancies and definitions of merit and need. In this sense, by using LCR and CPE, dominant political representations of young adults in LLL-policies can be deconstructed as well as of the effects it has on the target groups. Namely, they can generate interpretative frameworks portraying LLL-policies as a mean to foster individualisation for young adults promoting the creation of their own lives by education, however, become ineffective as they standardise them along a rather simplified vision of the target groups and miss the young adults or yield unintended effects. The selective interpretation of problems, explanations and solutions are 'brought into play' by different forms of soft-power governance strategies, such as activation. Thus, LLL polices can be read as part of the governance of the life course through standardisation, promoting also comparative knowledge on an European scale (i.e. certifications, data collection, best practices) as a measurement to align the aforementioned mismatches. Against this background, the European LLL policy attention on education can be read as a policy tool for answering the effects of the crisis by common objectives and standards.
This paper introduces the topic and provides a theoretical frame to discussing young-adults' life course between standardisation and individualisation for the three subsequent papers in the panel.

The regional governance of skills and its implications for young adults' transitions

Oscar Valiente & Queralt Capsada-Munsech
University of Glasgow

Jan Peter Ganter de Otero
University of Münster

The contribution provides a comparative analysis of governance structures, actors and processes in local and regional skills systems across Europe and their implications for disadvantaged young adults' transitions through lifelong learning and the world of work. Three main challenges are identified for skills systems in relation to disadvantaged young adults: 1) designing flexible learning pathways that connect the different levels of initial education and training with continuing education from a lifelong perspective 2) supporting transitions of young people from education to the world of work by providing individualised orientation and guidance; 3) ensuring that the skills learned in education and training are relevant and recognised by the labour market. While these challenges are shared by all participating regions, the institutional responses and their effectiveness vary largely across countries and regions. National regimes of skills provision (liberal, collective, statist, segmentalist) explain a great deal of the observed differences in governance structures across regions but the actual enactment of this national structures and regulations at regional and local level varies depending of several political and economic contextual factors. Especially the unequal socioeconomic conditions between regions affect the policy priorities and the capacity of local actors to address the challenges faced by their skills systems. Likewise, local and regional history of collaboration and trust between different actors

facilitate the emergence of policy intermediaries and different forms of formal and informal coordination of skills activities. The comparative study is based on nine national reports produced in a European project that collected and analysed data for 2 Functional Regions per country (18 regions in total), across the following 9 countries: Austria, Bulgaria, Croatia, Finland, Germany, Italy, Portugal, Spain, United Kingdom. National teams analysed policy documents and grey literature on skills in each region and conducted on average between four and five semi-structured interviews per region (81 semi-structured interviews in total) with key policymakers and stakeholders.

A picture of the LLL policies and their consequences in Vale do Ave region: a pathway to de-standardisation?

Mariana Rodrigues, Ana Bela Ribeiro &
Tiago Neves
University of Porto

During the last decade, the transition to work has become more difficult and uncertain for young adults. A predictable, linear transition from schooling to work has been replaced by diverse and non-linear life courses, especially for those in vulnerable educational and economic circumstances. Precarious jobs and unemployment have become common problems for many young adults due to the unfavourable labour market situation in the Southern countries, those most hit by the recent economic crisis. Against this background, LLL-policies are called to play a role in creating economic growth, as well as in supporting social inclusion of young adults with de-standardised life courses. However, little is known about how de-standardisation is taken into account in LLL-policies given their multiple meanings and configurations. In addition, more knowledge is needed on how such policies effectively impact and improve the living conditions of young adults.

In the project, we selected the Vale do Ave functional region, located in northern Portugal, to perform our fieldwork. This region is one of the oldest and more renowned textile industrial hubs in the country, facing important challenges regarding low educational qualifications and unemployment, particularly among young adults. Here we seek to present a bigger picture of the landscape of LLL-policies in Vale do Ave and their consequences for young adults. To do so, we conducted research grounded in a combination of three different theoretical perspectives: i) Governance drives our attention towards the relationships between State and non-State actors involved in defining and implementing LLL-policies; ii) Cultural Political Economy highlights the role of contextually embedded ideas and perceptions in policy dynamics and outcomes; and iii) Life Course Research, which considers the embedment of the lives of individuals in macro frames such as the labour market. Empirical data was collected through in-depth interviews with ten young adults and seven experts (managers and professionals) in the field. All interviews were transcribed and analysed using NVivo 10.

The findings show that vocational education (VET) and training offers have an important role not only in the de-standardisation of the young adults' life courses, but also in promotion of the economic growth in Vale do Ave. Both experts and young adults recognise the existence of social stigma around the VET offer. Young people who opt for this educational pathway are commonly regarded as underachievers or as someone with low professional aspirations. However, they highlight an increased and renewed interest in this educational alternative. Particularly, young adults were globally very happy with their choices. The dominant perspective about the impact of the lifelong learning LLL-policies in the region is that VET courses not only allow young adults to complete secondary education and continue to higher education - if they wish to do so - but also allow them to obtain professional training and qualifications which might provide better opportunities to get into the labour market. The local network of partnerships, especially with local enterprises, is instrumental in the successful implementation of an otherwise top-down policy.

Young adults' needs and experiences from LLL programs

Siyka Kovacheva & Borislava Petkova
University of Plovdiv

The global economic crisis starting in 2008 impacted most strongly on youth people's transitions form education to work. When applying directly to employers, the young find themselves losing the comparison with adult workers with their longer work experience, social and cultural capital accumulated in more affluent times. Despite the economic growth of European societies in recent years the labor market integration of young adults more often needs the mediation of various LLL programs through which they improve the knowledge and skills accumulated at school or university, compensate for personal and family problems, learn about the functioning of the labor market and more generally become empowered to navigate in the insecure economic conditions.

In this paper we examine the experiences of young adults from participation in diverse LLL programs run by various governmental and private institutions across nine European countries (Austria, Bulgaria, Croatia, Finland, Germany, Italy, Portugal, Spain, United Kingdom) which have been studied in a European project. The analysis builds upon 150 in-depth interviews with young people conducted in 2017 in two regions in each of the project partner countries. The interviews followed a common strategy starting with young people's stories about their own lives and then proceeded with more focused questions about their learning trajectories, biographical turning points, encounters with LLL programs, employers, state and private training institutions and life projects in the near future.

The paper looks into young people's participation from three main points of view:

- Young adults' motivations for getting involved in the program and their expectations
- Their learning experiences in the program, the program flexibility and openness to young people's demands and relations with trainers, employers and other professionals
- The effect of the program as seen by the young themselves: the skills and other results they have achieved.

While we focus on young people's perceptions of the policies, we also take into account the social context in which young people's experiences are embedded as the fieldwork was carried out both in countries where LLL-policies have long been established and countries where the LLL policy is relatively new and the programs are little known or unpopular. The paper considers the impact of the living conditions of young people such as country and regional economic development, family structures, ethnic and religious diversity, educational system, social relationships, trust in institutions, etc.. On this basis, we attempt to highlight the met and unmet needs of young people for empowerment in their transition to adulthood.

4. Minority education and identities in post-communist Europe

The panel will bring together researchers working on various aspects of minority education in East and Central European countries: including comparative, sociological, anthropological, religious, and linguistic perspectives. In academic fields dominated by the concerns of Western European and North American researchers, the 'local' issues of post-communist Europe – aside from those that effect the West – have remained in relative obscurity, almost as if the Iron Curtain has remained operative at the conceptual level. But examples of educational problems in lesser known countries often provide strikingly different views on issues familiar to those from more developed countries with a louder claim to democracy. Additionally, problems in education grounded in long historical conflicts about borders persist in these countries: understanding them better can better can help researchers notice similar phenomena in their own areas of interest. This panel will feature original research related to Romani education, conflicts related to multilingualism in historical border regions, negotiation of faith in educational settings, in and out migration and schooling, and cultural identity in relation to education. Panelists will introduce the powerful theoretical frameworks of borderland identities developed by Tadeusz Lewowicki and Jerzy Nikitorowicz. This thematically focused panel will be organized around four short presentations and a number of posters, with ample time for participants and audience to interact and discuss topics of mutual interest, and explore intersections.

Mother-tongue and second language comprehension of Romani children in Germany and Cyprus

Hristo Kyuchukov
University of Silesia in Katowice

Eleni Kiradji
University of Cyprus

William New
Beloit College

The paper will compare results from psycholinguistic research with Roma children from (formerly East) Germany and Cyprus, focusing on the relationships between mother tongue and national languages. The Romani children in in these settings have double identities: they are both ethnic minorities with EU countries, and they are migrants from less-developed countries. In neither case, is mother-tongue education part of their schooling experience. All the children (between 6-10 years old) were examined in Romani (their mother-tongue) and in their second language (German and Greek) with Peabody Picture Vocabulary Test, Number and Sentence repetition, and a test assessing short-term picture memory. The results of the two groups their mother tongue (L1) and in their second language (L2) with respect to normal development of semantic and syntactic knowledge are compared. On the basis of statistical analyses of the results, recommendations for policy makers are made regarding the further education of these Romani minority/migrant children.

Language as an element of identity – languages of minorities in education in Belarus, Czech Republic, Poland and Ukraine

Lukasz Kwadrans & Barbara Grabowska
University of Silesia in Katowice

Our speech will present the right of minorities to education in their native languages. In all of the selected countries the minorities are of indigenous character, and schools with languages of minorities function there. Life in culturally diverse environment, being a member of a minority causes the socialisation of young people to happen in more than one language. Language is not only a bearer of culture, but also a fundamental element of identity. School – aside from family – is the basic place of learning a language of a minority. At school, students extend their cultural competences, both in terms of national culture and culture of majority and European culture.

Educating Romani and Anglophone children in the Czech Republic

Jaroslav Balvin, Lenka Venterova & Iva Stankova
University of Zlin

The increasing presence of the traditional national minorities (currently 14 in the Czech Republic) and increasing number of foreigners, is creating a diverse, multicultural environment, and pressure to change the nature of all children's education. This paper focuses on the specific question of Roma children undergoing a Czech education, in comparison with the issues faced by a more privileged group of non-Czech nationals, i.e. immigrants and residents from England and other Anglophone countries. The issue of Roma education has become an important matter of public policy since the end of communism, in regard to their professional development, future employability and successful inclusion into the society. The socialization of this group is influenced by important determinants, specific to the social and cultural environment of Roma families, intimately related to the phenomena of poverty, and anti-Gypsyism in the Czech Republic. Anglophone children from mostly professional families present a completely different problem for schools. Our study examines these differences through the lens of value preferences.

Shaping the religious identity of young people from multi-faith regions of Central and Eastern Europe

Anelia Rozanska
University of Silesia in Katowice

The study describes the identity of religious youth from the three multi-faith regions of Central and Eastern Europe – Poland, the Czech Republic and Slovakia – in the context of school and out-of-school educational activities. In the theoretical part of the study the author refers to Tadeusz Lewowicki's Theory of Identity Behaviors and to the concept of open religious identity. Conducting research among young people from the Polish-Czech borderland, students of secondary schools in Cieszyn Silesia (Poland) and the Czech part of Cieszyn Silesia, Zaolzie (Czech Republic) and also in the Prešov region (Slovakia) – enabled the author to discover the mechanisms of shaping religious identity of young people, proper to challenges of modern world. The author also makes a comparison of the youth religious identities in these regions. The paper discusses conditions of building an open religious identity in the process of religious education, including: ensuring freedom of expression on one's own religious beliefs; quality of reflection on other religions and religions; emphasizing common values; meetings, conversations and joint activities with people professing other religions. Lack of shaping of the open and tolerant religious attitudes may lead to religious indifference and unconcern towards Others, and in consequence may create the danger of instrumental use of young people to radicalize their religious beliefs in service of intolerance or hatred. The development of open and tolerant attitudes towards religious Otherness – as a condition for shaping an open religious identity – is one of the important tasks of modern religious education of young people.

Cross-cultural competence of young Poles from the North-Eastern Region of Poland

Karol Konaszewski, Wioleta Danilewicz & Tomasz Sosnowski
University of Bialystok

The fact that Poland is an emigration country is proved by the history of translocations, family experiences of previous generations, and the everyday lives of over two million Poles and their families who are post-accession migrants. How do these experiences affect the perception of immigration in Poland? What is the cross-cultural competence of young Poles from the north-eastern region of Poland, located at the borderland? What are the sources of determinants of that competence? The study shows that the factor that helps develop a positive attitude to foreigners is positive accounts of those who have emigrated from Poland. Apparently, Polish emigrants' positive attitude to other cultures is the effect of their personal relationships. If such relationships are established, then the perception of cultural diversity is positive, leading to a positive message sent to Poland. But if the contacts are only perfunctory, the message is critical. This finding reveals the need to introduce a new type of educational activities in Poland: multicultural education based on providing opportunities to have contact with other cultures from the early age (as part of early childhood education).

The perception of the "Migration Crisis" by future teachers from the Eastern Borderland of Poland

Tomasz Sosnowski, Karol Konaszewski & Wioleta Danilewicz
University of Bialystok

The need to ensure emigrants proper shelter, including the need to locate them in different countries, has led to a political conflict. Poland is an active participant of this conflict, not giving consent to accept any refugees. A high number of Poles display this attitude of rejection. A study carried out by the Public Opinion Research Center (CBOS) in 2017, titled "Poles' attitude to accepting refugees", shows that 52% of them are against accepting refugees, 40% are of the opinion that refugees should receive support until they are able to return to their homelands, and only 4% think that Poland should provide assistance to people who are persecuted in their countries. Many surveys like that, as well as opinions often expressed by some politicians in the media, reflect the negative attitude towards refugees shared by more than half of Poles. In our presentation we are going to point to the results of a study carried out among students of education, concerning their opinions about the "migration crisis" in Europe. The purposive selection of the sample results from the belief that pedagogists serve a significant role in building an open, multicultural society. Their attitudes may be shaped during their academic experience, which is also a new challenge to university teachers.

The big five personality traits and environmental factors as predictors of identity among socially maladjusted youth

Karol Konaszewski, Wioleta Danilewicz & Tomasz Sosnowski
University of Bialystok

The article is an analysis of the results of the studies conducted among socially maladjusted youth (boys and girls) in the case of whom the family court applied the educational means of placing them in the youth educational centers. The aim of the study was to find out the correlations between identity, personality traits and the environmental determinants (support factors and risk factors) among juveniles (boys and girls). The data was analyzed in a regression model. Methods: The total of 481 socially maladjusted youth staying in youth educational centers participated in the study. Applied research tools: The Identity Scale by K.Konaszewski, NEO-FFI by P.T. Costa and R.R. McCrae and a questionnaire concerning support factors and risk factors. Findings: The analysis model showed that the significant predictors of identity were neuroticism, extraversion, conscientiousness and negative relations at school. In girls group the significant predictors of identity were neuroticism, conscientiousness, family support and negative relations at school, while in

boys group the significant predictors of identity were neuroticism, extraversion and negative relations at family. Discussion: The results of this study have important implications. They allow for a better understanding of the factors that contribute to identity among youth. Future interventions could be based on the creation of personality traits, strengthening of support factors and correction of risk factors.

Family-place-community. The sense of family coherence and the sense of community residents of the north-eastern Polish borderland

Jolanta Muszynska & Tomasz Bajkowski
University of Bialystok

Large dynamics of observed social changes implies increased interest in research on the condition of identity of contemporary man. Their interdisciplinary and multi-faced character incite cognitive curiosity concerning its construction, specificity of reference points and individual character of identity dilemmas. Given the fact that identity is formed under the influence of internal and external factors, it is worth to examine the proportion and strength of both groups of factors in the processes of self-determination of young generation. The article discusses the sense of family coherence and the sense of community of contemporary residents of the north-eastern Polish borderland. The process of individualization and the contemporary direction of interpreting the concept of community constitute the background of the analyses. The adopted pedagogical perspective of narration has set out both the theoretical foundations of the presented research results, as well as their interpretation, stressing the importance of the local environment and its cultural nature as factors determining an individual's consciousness of belonging to a community and taking responsibility for it. The article presents selected aspects of the statistical analysis of the sense of community and their interpretation.

Polish national minority in Zaolzie in social continuity and change – feeling of identity and national identifications

Ewa Ogrodzka-Mazur &
Anna Szafrańska

What has been applied in the characterization of the Polish national minority inhabiting the Polish-Czech borderland in Cieszyn Silesia and in the description and explanation of various signs of this minority's activity are elements of Tadeusz Lewowicki's Theory of Identity Behaviours. They are introduced in the distinguished fields to specify some selected basic determinants: (a) historical (presenting history of the minority, its identification with the territory and social group, as well as its nationality structure); (b) socio-cultural (marking the separateness of culture, language, and religion in the borderland, as well as its school education and institutions or organizations supporting culture); (c) cultural-personal (constituting the images of "dissimilarity", the group's specific features, and the description of functioning stereotypes); and (d) industrial-economic (which describe living standards of minority and majority groups in the borderland, their civilization rank, technical and technological condition, and life plans).
Belonging and the feeling of attachment as determinants of shaping the youth identity in culturally diverse environments
Urszula Klajmon-Lech & Gabriela Piechaczek-Ogierman
In the article we refer to the results of research carried out among young people from the Polish-Czech borderland. We were interested in the extent to which affiliation and the sense of social bonds define the identity behaviours of the youth. The research results indicate that the awareness of belonging to a group and the sense of community of values of people in the period of adolescence are important factors not only allowing them for good social functioning, but especially determining the sense of identity.
Self-perception: studies on children and youth from the Polish-Czech borderland – research report
Aleksandra Minczanowska & Alicja HruzdMatuszczyk
Self-evaluation is an opinion which is shaped and which changes along with the human age. The younger the child, the more superficial and situational it is. The level of self-evaluation depends on the acquired experience – cases of both success and failure. Moreover, what gradually develops with age is notional thinking – thus, self-evaluation becomes an in-depth opinion. In the presented research, self-esteem of children and youth referred to the self-evaluation of their life achievements in regard to their possibilities (an individually specified measure of quality) and to the evaluation of school results (a socially specified measure). What can be noticed while analysing the data concerning the self-esteem of IV class learners in the context of an individual measure of quality is that, regardless of the residence place, children usually assess their achievements as adequate to their potentialities. However, as the statistical analysis shows, children from Poland do this more frequently than their peers from schools with Polish as the teaching language in the Czech Republic.

Neighbourhood split. The picture of Czechs from the Polish teachers' perspective

Tomasz Gebel &
Kinga Konieczny

The borderland is space which is constantly undergoing transformations related to the mixing of cultures, penetration of values, experiencing of the Other. The borderland means people with individual identity and common national history, distinctive language, tradition and belief system. The borderland is the proximity of space nad people, which can both be foundation for building bonds as well as the source of fears, prejudices and stereotypes. As a result of the accession of both countries to the European Union and their entry into the Schengen Area, a new chapter in Polish-Czech relations began. The new situation favoured transformations on many levels: economic, political and sociocultural.
The authors present the results of research related to the perception of the Czechs, the image of the Czech Republic and Czech citizens as percieved by Polish teachers. The research involved a total of 176 teachers, working in schools with polish as the teaching

language in Zaolzie region (in Czech Republic) and teachers working in Poland, in the Cieszyn Silesia region. The research was carried out using diagnostic survey methodology and survey technique. The combined method of purposeful sampling was used for selection of field and groups of teachers. Teachers play an important role in shaping development of young people in the context of shared knowledge, values, standards, views, including stereotypes and prejudices.
The data developed shows that geographic proximity is not necessarily related to the potential of experiencing, learning about a neighbour and establishing relationships with him. Teachers both working in the Czech Republic and in Poland are characterized by a rare frequency of contacts with the Czech Republic, as well as the lack of a greater need to explore knowledge about the neighbour. Despite Poles' associations with Czech Republic seem to have a positive overtone, they are quite simple and refer mainly to culinary sphere. The thinking patterns of Polish teachers are based on stereotypes and excessive simplification in "portraying" the Czechs. Stereotypes and prejudices existing in social consciousness may influence mutual relations, joint ventures – or contrary, lack of them. Such tendencies becoming apparent among teachers may be in turn associated with strengthening antagonistic attitudes towards the Other in students.

5. Teacher professionalism and identities and the quest for inclusion

Teacher professionalism is typically defined in relation to forms of governance and thus can be variously configured: (1) extended, (2) managerial or (3) collaborative. In addition, certain types of professionalism may relate differently to teachers' epistemological beliefs and values, which in turn are particularly relevant for inclusion. In this panel, we adopt a wide definition of inclusion, as related to any child with varying abilities, at risk of school failure or dropping out due to personal, cultural, social or linguistic attributes. By definition, inclusive education is a political concept in the sense that it involves choices about the modes of preparation and opportunities to learn offered in teacher preparation, both as initial teacher education and continuous professional development. England is a case in point, with various modes of teacher preparation unequally promoting opportunities to acquire inclusion competences. Other countries, such as Italy or France, may adopt single approaches to inclusion (special education needs (SEN) pupils only) or expose pre-service teachers (PSTs) to mere theoretical approaches about students' differentiation, in the absence of more practical inputs from classrooms and schools.

The key questions that we seek to answer are the following:

- How do various governance systems of TE affect the preparation of teachers for inclusion?
- Which institutional arrangements best support teachers' inclusion beliefs and values in various European contexts?
- Which notions of professionalism are coherent with the promotion of competences for inclusion?
- How may professionalism be enhanced locally when translating "best practices of inclusion"?

Governance/ professionalism Mrelationships are embedded within broader social and political contexts for the provision of education. Since teacher quality is the most significant element of school influence on pupil achievement, the implications of forms of governance for teachers' capabilities, motivation and practice have featured strongly in arguments for and against reforms in TE. However, research offers only a modest evidence base regarding the processes that connect teacher professionalism with the training of new teachers and their ability to strive for inclusion.

The panel will include four presentations at the intersection of professionalism and inclusion. Dr Sorensen will engage with governance and implications for inclusion in England. Dr Kohout-Diaz will investigate the concept of teacher identity while coping with a wide variety of diversity in school contexts and how this can produce perverse effects on teacher professionalism in the Czech Republic and France. Considering telecollaboration as a form of network-based language teaching, Professor Derivry will engage with an intercultural co-constructed learning/teaching environment, in order to identify aspects of language negotiation and inclusion. A fourth presentation by Isabella Pescarmona will deal with adaptive processes and enhanced professionalism of teachers whilst adopting complex instruction as an inclusion strategy.

Diversity in teacher education in England: implications for professionalism, inclusion and practice

Nicholas Sorensen
Bath Spa University

Since 2010 government policy in England has introduced a school-led, market driven approach to the education of teachers. A consequence of this policy has seen the fragmentation of teacher education as a multiplicity of routes and pathways have developed. The Diversity in Education research programme at Bath Spa University, UK has been looking at the impact and the implications of this policy, asking the question "in what ways, if at all do different models of teacher education differ?'
This paper reports on the findings of emprical research into two key pathways for teacher preparation: School Centred Intial Teacher Training (SCITT) and School Direct. Three questions are posed in order to explore the implications of these changes with regard to teacher professionalism and inclusion:

- What impact has the introduction of a school-led system of teacher education had at an institutional level? To what extent has this policy been inclusive for all schools?
- What impact has school-led approaches impacted on notions of teacher professionalism
- To what extent have the changes in teacher education in England supported teaching practices that promote inclusion?

Inclusive teacher's identities: an interpreter of diversity

Magdalena Kohout-Diaz
University of Bordeaux, France

What does the notion of inclusive teacher identity imply? If he is to become an interpreter of diversity, he is called

to interpret various types of diversity in his own teaching context in order to initiate specific pedagogical practices. Answering the question of the identity of the inclusive teacher can therefore be difficult (Gavish, 2017) and constitutes a possible analysis of what is emerging today as a crisis for the teaching professions. Based upon longitudinal ethnographic surveys and document analysis, I will identify various tension that are embedded in teachers' identities while working for inclusion in France and in the Czech Republic. In these two countries, inclusive education seems to go hand in hand, somehow paradoxically, with a trend of a diminishing professional expertise, which gives rise to recurrent major identity tensions (Barton, 1997).

Intercultural telecollaboration for teacher education through three continents

Martine Derivry
University of Bordeaux

Intercultural telecollaboration allows for a radical change in language learning and teaching as the technologies of the digital age enable learners of different languages and cultures to practice both their language and intercultural skills. Teachers no longer need to design "fake" role-plays or simulations to develop speaking and interaction in the target language. In intercultural settings of communication, the target language is no longer the target culture, which is particularly exemplified with English as a Lingua Franca (ELF). Above all, teachers of different countries and learning/teaching cultures have the possibility to address the cultural and intercultural dimensions of language learning and teaching by working together to foster exchanges and collaborative tasks among their students. Based on telecollaborations in ELF conducted with university students in education and foreign languages from four different countries in three continents, I will present how this intercultural co-constructed learning/teaching environment was designed. Technologies are no longer the focus of exchanges but new human practices are. In this study, based on grounded theory, an in-depth content analysis of the experience journals of the students will be presented. A common conceptual framework has been designed collaboratively by the researchers to guide the analysis. In this specific environment, discussion will be on what experience journals are and what for, how they prove to be essential tasks as emerging practices of reflexivity and negotiating realities (Friedman et al, 2005) when different perspectives interact. Intercultural communication is no longer a question of learning from others but rather of learning with others how diverse they may be (Derivry, 2015).

Beyond 'Best Practice': challenging the perspective of teaching in multicultural classrooms

Isabella Pescarmona
University of Turin

Beyond the idea of "Best Practices", this paper aims to examin the complex process of learning and implementing a teaching strategy for promoting inclusion in multicultural classrooms, such as Complex Instruction. This was developed by E. Cohen at Stanford University, in California, and it was spread in Europe last decades. By discussing data collected during an ethnographic research in some Italian Primary schools, the paper sheds light upon some of the challenges a group of teachers encountered in putting the new strategy into practice in their own classrooms, and how their previous educational ideas and ways of teaching, as well as the local school context, affected their choices. Instead of borrowing and applying the new strategy as a "ready-to-use package", findings reveal that these teachers recognized themselves as active agents in this process and how, through this, they improved their professional competence and became more aware of their role in making the learning process more inclusive.

Identity in intercultural school development Conflicting dimensions in the German migration society

Ewald Kiel & Sabine Weiß
Ludwig-Maximilians-University Munich

Worldwide many countries are dealing with the rapidly growing number of newly arrived people, primarily children and young adults. Germany and the Russian Federation host the second and third largest immigrant populations, respectively (United Nations, 2016). For example, of the refugees, who arrived in Germany in 2015, only 2% spoke German, while 48.3% spoke Arabic and 18.1% Albanian (Rich, 2016). In addition, experiences with how societies they arrived in function are markedly limited, making it difficult for students to relate education they receive at their new schools to knowledge and experiences acquired in their countries of origin.
With regard to the process of integrating these people into the German society, an important question arises: What is a proper concept of identity underlying the different supportive approaches for these people, particularly within the framework of school development? Based on this question, the scope of our contribution to the conference is to identify conflicts arising from different cultural scripts in the context of German schools and to identify viable theoretical concepts of identity.
The empirical basis of our research is provided by data available from a project on intercultural school development, which is supported by The European Asylum, Migration, Integration Fund (900 000 Euro). In particular, critical incidents that were raised during a total of seven group discussions with 45 teachers and principals conducted as part of the project are analyzed applying qualitative content analysis (Mayring, 2000). Typical incidents refer to Muslim girls not taking part in swimming lessons, German teachers, who want to transmit German culture, but at the same time perceive the barriers of an instigated multiculturalism; different concepts of proper disciplinary measures etc. are just some examples of common incidents reported by participants. The theoretical framework of interpretation includes intercultural pedagogy, diversity pedagogy, transcultural concepts and migration pedagogy. Three of those four concepts seem to provide useful dimensions for proper identity concepts.

The participation of Kichwa female migrant students and the recognition of knowledge in intercultural education: A study of social inequalities.

Pamela Dumet Paredes
University Bergische Wuppertal

An unequal participation seems particularly evident in relation to the needs of this particular group, which might have impacted the behavior of the female migrant Kichwa students attending the intercultural school "CPY" due to the projected domain, this resulted in high dropout rates.
This study aims to analyze the way global influences in the intercultural school by the practical implementation affect the subjectivities and the participatory behavior of the migrant girls through their daily practices.
Thus, the core question to lead this study is the following: How are the social inequalities in a daily basis experienced by the Kichwa migrant girls at the CPY school constructed and accordingly, how these affect their own needs to participate?
Therefore a descriptive comparison of relevant aspects of the educational standards of participation and the recognition of traditional knowledge in the National and Intercultural Educational System with an ethnographical qualitative research approach will be utilized in order to better understand the way they negotiate their participation of the produced and reproduced social inequalities in their daily school life.
Quijano criticizes the coloniality of power as a construction of a matrix, due to the general hegemonic leading tendency that has influenced the contemporary subjectivities on human beings. (2000). Mignolo arguments this is evident in the case of the education (2003; 2005) and to the negotiation of the other knowledges (ibid) on the educational institutions as a colonial differentiation on the global design (cited in Walsh, 2003).
The comprehension of a voice and agency of a child (Corsaro, 1997; Mayall, 2003; Prout, 2002) with the dialogue on the critical pedagogical theory of Paulo Freire (1969/1982), will lead the study in uncovering the analytical categories such as ethnicity, gender and social class (Crenshaw, 1989; McCall, 2005) and cross-analysed with the geographical location, generation (Alanen, 1992, 2005; Qvortrup et al., 1994), and other knowledges (Mignolo, 2003).
I argue that the recognition in the intercultural educational system has colonized characteristics in the design and therefore in practice, it is proposed that the participation in the intercultural education schools should be decolonized through a focus on the agency of the researched group related to their peers groups and relating to the educational system in the institutional context of the school. All these will be significant when involving their own participation in the mentioned social circumstances (Mannheim, 2005: 282).

Migration rhetoric and reality: interweaving history and identity in Switzerland

Cathryn Magno, Nicole Schaefer & Michèle Ryatt
University of Fribourg

In this paper, we trace historical migration trends and the related construction of identity in a mid-size Swiss city, both through critical analysis of policy and demographic change and also through consideration of how individuals in the present day make meaning of their notions of space and self. We wish to better understand disparate entanglements with memory, feeling, trust, safety and happiness in a changing ethnic and linguistic landscape.
We base our investigation on theoretical concepts of "distance" and "the-space-between" (Jullien 2014; 2017), through which Jullien not only dismisses the (essentialist) concept of "cultural identity" but opens up a reflexive space, where oneself is not opposed to

but rather mirrored in the other. On this foundation we are able to reconsider the role of 'cultural identity' in dominant migration discourse and begin to think about migrants (and hosts) as constructed decentered subjects, which carries implications for how we understand roles and responsibilities of individuals and institutions, including schools. Jullien rejects the construction of fixed and universal identity categories as they often only represent stereotypes and time-bound observations, although our current educational programs, processes and policies are built upon them. Jullien challenges us to think instead about wavy and porous borders as well as identity "in-between-ness" in order to truly apprehend our"selves" and "others."
Methodologically, we use discourse analysis to review policy documents and other media sources, charting five migration phases from the 1920s to the present, along with key incidents and responses. We are simultaneously employing photovoice methods (Wang & Burris 1994) with 20 participants (both migrants and hosts) over five months to gather and analyze participants' notions of their own experience, focusing on daily interactions and intersections. Data collection and analysis will conclude in May 2018, at which time we will identify findings and conclusions by examining historical parallels and contestations. In examining why, how and where identities are constructed and understood, even in "the-space-between," this work hopes to engage with the challenge put forward by Larsen and Beech (2014) to grasp the complexities of space and place, along with the social relations they produce and reproduce.

Researching identity with Eastern European migrant youth in the UK in uncertain times

Marta Moskal
Durham University

Daniela Sime
University of Strathclyde

The paper is relevant to both the broader field of comparative education and to the conference theme. Drawing on the ESRC study with migrant Eastern European young people (aged 12-18) who arrived in the UK as children to explore their everyday lives, cultural, linguistic and national identities, and citizenship. Eastern Europeans are the fastest growing minority groups in the UK, in post-Brexit UK many of them are faced not only with an uncertain future but also a growing exposure to social and educational exclusions due to rising xenophobia and nationalism, anti-migration debates, and complex changes in European immigration laws which all have been embedded in school practices. Based on the funding from the focus groups and case studies conducted among Eastern European youth, the paper discusses young people perspectives on migration, European/ national/ ethnic/ local/ personal identity and citizenship by bringing immigrant young people's perspective around these issues. We argue that young people engagement helps to identify priority areas for long-term inclusion, providing evidence for the public debate on the impact of migrants on UK's social cohesion and cultural identity.
The paper also addresses the conceptual and methodological issues that research poses when aiming to make complex notions such as identity and citizenship salient to young people, and the challenges one needs to consider when aiming to include migrant youth in research in a meaningful way. The paper offers a critical discussion of a research process, which promotes autonomy and capacity of young people as research participants, within the context of school and family, and improves the potential for data to represent migrant youth's voices, their specific life's circumstances and uncertainties in the Brexit UK. The paper draws on Bourdieu's reflections on 'symbolic violence' in research through the potential for misunderstanding or misrepresenting participants. The concerns with power asymmetry are particularly relevant in researching young people's experiences of migration and schooling. Bourdieu emphasises the importance of making the research process meaningful for the participant and rejects the idea of neutrality in research in favour of familiarity and solidarity as necessary conditions for 'non-violent' communication. The paper considers how migrant youth involvement in research can become a positive, beneficial experience with scope for social justice and solidarity in times of crisis and uncertainty.

The socio-analysis of oppression: First results from an action research project

Melinda Kovai
Eötvös Loránd University

Eszter Neumann
Institute for Minority Studies, Hungarian Academy of Sciences

This presentation introduces an action research project titled 'The socio-analysis of oppression'. Our team gathers social scientists whose academic work focuses on social inequalities, education, and the Roma communities. The project idea raised from a shared feeling of urge to engage in activities which have more direct and palpable impact on the lives of the communities we work with. Therefore, the project is a way to experiment and to elaborate methods of intervention in semi-formal educational spaces and ways of committed academic engagement.
Awareness raising intercultural communication trainings oriented to social diversity and minority-majority relationships are traditionally based on classical social psychology studies. According to these studies, prejudices are cognitive biases originating from false generalizations (Allport 1954). Such trainings are based on the idea that the majority group's stereotypical perceptions can be tackled by more profoundly understanding minority cultures and cultural differences, by nurturing personal empathy, and by raising awareness of the social psychological mechanisms of stereotypical thinking. Such awareness raising trainings often borrow exercises and training plans from Anglo-American best practices, while the characteristics of those multicultural societies significantly differ from Hungarian social relations.
While we acknowledge these social psychological mechanisms, our training is based on a different

approach. Inspired by the work of Paulo Freire and Bourdieu's theory of capital and habitus, our work is based on the presumption that social tensions are generated by structural, systemic factors. Our workshops are based on the idea that the reflective understanding of one's own social position can support the understanding of the behaviour of other social groups and foster collective action and solidarity across groups. The objective of our trainings is that participants recognize deeper structural reasons behind social tensions and hence reveal the mechanisms of symbolic violence. Recognizing the interests and conflicts involved in encounters with the Roma minority helps to identify the source of negative emotions and reveals how racism veils the structural causes of conflicts.
We held six three-days, four two-days and two one-day workshops for groups of university students training to become public sector professionals (social workers, psychologists, teachers) and Roma university students. The trainings focused on the conflictual relationships between the Hungarian majority population and the Roma minority.
Vignettes from the workshops about how interethnic conflicts were enacted and processed by the groups will be presented.

Modes of exclusion and strategies of survival in education: Experiences of different generations of immigrants in Germany

Meral Apak Kaya
Technical University of Darmstadt

This study aims
- to identify the modalities of exclusion practices in German education system and to figure out the commonly admitted and applied survival strategies that different groups and generations of immigrants develop and use.
- to discover the outcomes of the survival strategies, (reinforce and reproduce the exclusion OR generate a new mindfulness OR generate new forms of sub-culture identities)
- to find out attitudes of the excluded towards the excluders as well as their excluded fellows in their own community (Generalizing, stereotyping, self-hatred… etc.)

The Theoretical Perspective of the Study:
The practice of exclusion is considered as an external agent for the identity formation of the excluded and has shaping and determining impact, which makes the excluder an agent of reproduction of the identity that is the object of his own hatred. Referring to Paul Willis's study "Learning to Labor" in 1977, the excluded may react against exclusion by developing an identity on their exclusion and form a sub-culture, which in return feeds and reproduces the exclusion. The study is analyzed upon Bourdieu's notions of capital, field, habitus and symbolic violence.
Methods, Techniques, Data Sources, Evidence Framework:
The study is conducted in Darmstadt Germany, which has a considerable number of immigrants of different generations, besides a well-known technical university. Target population is the students of TU Darmstadt, and the former graduates of this university which includes a variety of diversities in itself. Both quantitative and qualitative methods are used, in the form of surveys to make a statistical outline of the target group population. In the focus-group and in-depth interviews as qualitative part of the analysis, psychosocial methodologies and content analysis are integrated.
Results, Conclusions, and/or Implications:
Discrimination and exclusion in education has a deeper impact on compared to that out-of-school practices. First, whatever happens in the schools comes from a "system" rather than individuals, and thus has an "image of power" which cannot be changed with individual struggles of the excluded. Second, school system has been an upward-mobility opportunity. Getting excluded from an "upward-mobility train" presents psychological defeat incomparable with the other public areas in the society. However, the survival strategies make a difference either by creating a consciousness for themselves and in their environment, OR by reproducing their exclusion and contributing to a vicious circle of exclusion.

Multi-field analyses on education for migrant Brazilians in Japan

Daisuke Fujii, Takayuki Ogawa, Mie Shigemitsu & Fumitake Tsukatani
Osaka University of Economics

The purpose of this research is to examine what a successful policy for migrant workers is. In order to make up for labor shortage, Japan accepts Japanese-Brazilian workers (so called "Nikkei-Brazilian") with providing a special visa category for them. However, many of Japanese-Brazilians cannot speak the Japanese language, because many of Japanese-Brazilians are in the third or later generations and haven't had the Japanese language education before coming to Japan. Therefore, how to provide education for them should be discussed seriously.
This study analyzes the education system for migrant Brazilians in Japan from the view point of education, demography, and public finance. First, we apply demographic analysis to grasp the situation of migrant Brazilians using time-series and spatial data. Second, we examine schooling program for the Japanese-Brazilian as one of the public goods both theoretically and qualitatively. Furthermore, while juxtaposing the results of different analyses on the same theme, we gather ideas from various perspectives to find a better solution.
As the results of demographic analysis, spatial concentration of migrant Brazilians is significantly detected in Aichi and Shizuoka prefectures in central Japan. Automobile industry is thriving in Aichi and Shizuoka such as Toyota, Honda, Yamaha, Suzuki, and many Brazilians are employed by automobile manufacturers and their suppliers. Making agglomerations is theoretically an advantage for providing special education for migrants and their kids from the view point of public finance. This education requires special skills to provide and works increasing return to scale. Therefore, local governments can provide the education efficiently in the agglomeration areas. However, our case study in Shizuoka prefecture shows that even though providing the special education at the agglomeration is theoretically efficient, managing the special education has difficulties with the shortage of both fiscal and human resources, because the education is currently provided by the lowest-level local governments and local communities.
From the results of our analyses, vertical fiscal coordination between the local and central governments is required to meet the demands of migrants and schools which provide the education for migrants. Furthermore, it is critical to solve the labor shortage for enterprises and at the national level as well. There are four participants who present their research on the same theme. At the end of the presentations, a brief summary will be given followed by an open discussion with the audience.

Education governance in times of crisis: dealing with refugee flows in European contexts

Evie Zambeta & Yulie Papadakou
National & Kapodistrian University of Athens

The unprecedented refugee flows reaching European countries during the past years challenge the foundation principles of the European political and social integration model. Solidarity among European states has been seriously questioned in the dominant political discourse of several EU member states and most notably by the Visegrad group. The concept of fortress Europe re-emerges putting the whole European unification model into perspective. On the other hand, countries that are at the frontiers of Europe, most notably Italy and Greece, have received large numbers of people on the move wishing to seek asylum in the prosperous North. These transit populations find themselves trapped due to fortification of the borders, especially on the part of the Visegrad group. While European governance of refugee flows at the moment fails to effectively address the refugee crisis as a European issue, host countries such as Greece are struggling to deal with the humanitarian crisis and accommodate the new populations.
This paper examines responses on the part of educational institutions to the refugee crisis. It draws upon the findings of an international research project that has been conducted in six countries: Bulgaria, Greece (coordinator), Hungary, Montenegro, Poland and Romania (http://pjp-eu.coe.int/en/web/charter-edc-hre-pilot-projects/democratic-school-governance-for-inclusion). The project's aim was to study and promote processes of educational inclusion with regard to refugees, Roma or other vulnerable social groups, depending on the countries' specificities. Two of the above countries (Greece and Romania) have focused on refugees' and newly arrived immigrants' educational inclusion. Greece and Romania have different experiences with regard to refugees: Greece has dealt with refugee influx in 1922, when populations of Greek ethno-cultural origin were forced to move to Greece after the Asia Minor war; Romania has received political refugees coming from Greece after WWII. Both these experiences differ dramatically from contemporary refugee flows that comprise of populations of entirely different origin and cultures, mainly coming from Syria and Afghanistan, but from other Asian and African countries, as well.
The paper grapples with the discursive strategies deployed within educational institutions with regard to refugees, varying from traditional national narratives of 'filoxenia' (hospitality) to social closure strategies of territoriality. It will be argued that, although apparently contradictory, both the above strategies actually hinder educational inclusion, since they both reproduce imbalanced power relationships. Hence, enhancing the inclusive potential of educational institutions presupposes reconfigurations in school governance that would facilitate whole community involvement, transparent negotiations of power and interests and deliberative democracy.

Trauma-informed schools: Reconciliation and healing after conflict

Jan Stewart
University of Winnipeg

Dania El Chaar
University of Calgary

The number of refugees and displaced people worldwide has reached 65.3 million (UNHCR, 2016) and out of this number of displaced people, about 12.4 million were forced to flee persecution, conflict, violence or human rights violations. Given that over 50% of the world's refugees are children (Young & Chan, 2014), there is a pressing to better understand and support the post-migration needs and challenges of refugee youth and learn how best to support their educational success. This presentation draws on findings from a three-year research program that examined best practices for supporting refugee student integration in schools and communities in three Canadian provinces, Manitoba, Alberta, and Newfoundland.
According to Bronfenbrenner (2001) youth develop with influences and interactions with a variety of systems. We examine the adjustment and settlement of refugee students through the various perspectives or systems interacting with the child. Within the ecological framework used in this research program, several transitional spaces emerged, and were further investigated through the use of observations and through interviews with personnel aligned with the programs.
This research was a qualitative study using semi-structured interviews, document analysis, focus group interviews and observations. Data from the three research sites included 230 individual interviews with settlement workers, teachers, students, community members and parents. Regional focus group consultations were held in each province and included 82 participants. Best practice programs were observed in each province to identify effective forms of program delivery. The research questions that impelled this project are: (1) How do school communities support the integrative capacity of the larger host community? (2) How can the school system better support the well-being of newcomer/refugee youth? (3) How does the school environment and the various community agencies promote peace and support the integration of immigrant and refugee students?
Respondents suggested more interaction with the

school was necessary and more connection with the teachers was needed for these programs to more successful. Providing teachers with specific training on how best to support newcomer and refugee students was noted as being necessary as well as providing curriculum within the school day that fostered mental well-being and included understanding of diversity and cultural competence. Longer term support that provided refugee students with time to transition into Canada and to feel safe in their new environment was deemed to be essential to successful integration and the long-term success of the students, particularly the students who were struggling with trauma.

Preserving refugee identity/ies for comparative education: Challenging societal notions of refugee identity through archives and teaching in higher education

Paul Dudman
University of East London

For twenty years, the University of East London has been at the forefront of comparative education running a very successful postgraduate programme in Refugee Studies, supported by the Refugee Council Archive, one of the largest archival collections within the UK focusing on the refugee and migration experience. The purpose of this paper will be to consider two overlapping notions. Firstly, employing an archival gaze, it will consider the role of the archive itself in preserving, documenting and making accessible narratives of the refugee experience which can provide first hand insights into the many forms of identity experienced by the refugee and the usefulness of these narratives within a comparative educational framework. This paper will then go on to consider how these archival records and the narratives they contain can be quantified and used to support a comparative educational approach to the teaching of refugee studies as a means of helping to challenge negative societal discourses on refugee and migration issues.

Throughout their journey, refugees can experience multiple identities and a comparative approach is vital for helping us to understand these and to provide an effective means of teaching our students to understand these identities to help to challenge and engage with the negative discourses within both the media; government policy and society. For a course dedicated to teaching about the refugee experience, we need to employ a comparative educational approach to highlight the relationship between education and society and the impact they both can have on identify formation and "othering."

History has often been an under used tool of enquiry within the field of refugee studies, which has often tended to focus on the "current issues" of forced migration. This paper will take the Archive of the Refugee Council, one of the largest surviving extant collections of materials documenting over 50 years of engagement with refugee protection issues within the UK, and an evidence framework of 20 years of Refugee Studies teaching at UEL to help support a comparative investigation into notions of refugee identity within UK higher education. Drawing additionally on civic engagement projects and our ongoing OLIve (Online Learning Initiative) course for refugees and asylum seekers, this paper will explore the linkages between history and theory, both archival and migration, to notions of identity formation amongst refugees and asylum seekers. It will consider how both archives and higher education can encourage and consolidate specific notions of "identity."

Disability, forced migration, and education in comparative perspective using the examples of Thailand and Austria

Michelle Proyer
University of Vienna

In order to explore the concept of borderlands in educational studies, this paper aims to reflect people with disabilities' experiences with, along, and beyond borders in two geographical settings. The interpretation of border as a mere physical concept will be transformed into additional perceived mental ones (e.g. halted integration efforts) and the guiding question can be summarized as: 'In which ways do actual physical or perceived borders have an impact on educational experiences, provision, and accessibility of people with a disability who had to flee their countries?' The two settings explored are geographical borderlands in Thailand and perceived ones in Austria. Approaches in educational provision for forced migrants vary to great degrees and will be elaborated against the background of current political and global developments. Thailand not being a signatory of the UN refugee convention displays a policy of acceptance of so-called people of concern, while Austria deals with the aftermath of the arrival of large numbers of forced migrants arriving in the country in 2015. In both countries borders become literal in physical and mental senses in regards to education for forced migrants with disabilities. The presentation will shed comparative lights on related developments that have been explored through narrative interviews with the respective group and associated stakeholders and a review of historical and political developments of educational (non-)provision.

Peace-building and citizenship learning, feet-first and in school: Youth in Mexico, Bangladesh, and Canada

Kathy Bickmore & Rim Fathallah
University of Toronto

How (and why) may citizenship learning experiences, lived 'feet first' and in schools, facilitate or impede democratic peace-building? Difficult social conflicts involve both (1) socially-structured interests-wants, needs, and the unequal social relationships and political power to access them, and (2) cultural beliefs, biases and identity narratives (Ross 1993). The foundational work of Johan Galtung (1990) and Nancy Fraser (2004), adds one more dimension: (3) direct (violent or nonviolent) confrontation of conflict. Publicly funded schooling can exacerbate or mitigate all three dimensions of conflict (Davies, 2011; Lopes Cardozo et al., 2015). This project applies this framework to analysis of young people's 'feet first' (McCauley 2002) understandings and in-school learning opportunities-and their gaps and intersections with school-based opportunities to learn-in México, Bangladesh, and Canada.

The research involved focus group workshops with students, ages 10-15, living in non-affluent violent contexts, and a series of focus group workshops with 4-6 teachers in each of the same 3-4 urban schools per country. Questions: How did these students understand and feel about the roles they believed people could play in escalating or mitigating various kinds of social conflict? How did these perspectives compare with those of their teachers' implemented curriculum? What alternatives emerged?

Participating youth tended to express a stronger sense of agency in relation to some kinds of conflicts compared to others. Especially in Mexico and Bangladesh, they expressed particular distrust of government authorities, yet narrow repertoires of alternatives to fight, flight, or imposed control. Teachers showed evident care, yet often blamed students' families and focused on instilling individual values rather than critically examining choices for social action. However, some shining exceptions came to light in every context: juxtaposed with scholarly literature, these illustrate some promising directions for future work. The comparisons among participants and schools in three countries enable an analysis of factors that shape (and impede) citizenship development for democratic peace-building, in contrasting under-studied contexts-conflict zones that are not (post-)war zones.

Framing citizenship in the context of violent conflict and war in Pakistan: implications for the Global Citizenship Curriculum

Laila Kadiwal
UCL Institute of Education

Naureen Durrani
University of Sussex

This article presents a comparative study revealing curriculum writers', teachers' and students' perceptions and conceptualisations of national history and citizenship in three different educational settings in Pakistan. It does so against the backdrop of the three-key violent conflicts affecting the national and international relations: the conflict between India and Pakistan since 1947, the Soviet-Afghan War from 1979- 1989 and the so-called "war on terror" since 9/11. The study is particularly sensitive to the discourse that participants deploy to legitimize violence and/or peace in and through education in their articulations of citizenship identities and their implications for the global peace.

Students in classes nine and ten were interviewed in three schools reflecting a spectrum of socio-economic backgrounds (from marginalised to elite), as well as ethnolinguistic (Sindhi, Mohajir, and Baloch), and religious (Shia and Sunni) backgrounds and type of schools (public and private). Altogether 20 (14 female and 6 male) students and 4 teachers/facilitators participated in the study. Five individuals associated with developing citizenship curriculum were also interviewed. This qualitative study involved in-depth interviews and focus groups with participants in Karachi, the largest city and the political, financial and cultural hub of Pakistan.

Five major themes emerged from the analysis, each of which has specific implications for peace and conflict: (1) the curriculum texts normalise unequal power relations and violence based on an ethnoreligious and a gendered notion of national identity; (2) nearly all participants demonstrated an 'affective' sense of belonging to the nation; (3) citizenship surfaced as a contested notion. The discourses that participants deployed to legitimise violence and exclusion or peace and inclusion in their articulations of citizenship identities differed; (4) teachers and students actively drew upon their everyday lived experiences and the textbooks to articulate their notions of citizenship; (5) the broader political, cultural and economy context including their religious and ethnic backgrounds intersected with their conceptions of citizenship.

This study makes three main contributions to the field of global citizenship curriculum in conflict-ridden contexts.: a) its intersectional perspective enables us to discern the way gender, political, economic and cultural contexts influence perceptions of citizenship in different types of schools; b) it broadly theorises the intersection between identity, education and conflict and critically reflects on how different subject positions develop to maintain particular interests and normalise unequal power; and c) it offers useful policy implications for the role that teachers, community, the state and international actors can play in shaping the teaching and learning processes and in creating a peaceful Pakistan.

Examining loss, silence, and pain as curricular concerns: Zooming into identities made and unmade

Nicoletta Christodoulou
Frederick University

I examine the issues of loss, silence, and pain as experienced by people who lived through devastating life events. These issues are examined through testimonies obtained through oral history research

and also as depicted in literary works, memoirs, and visual representations that exist around us, such as photographs and videos.

As oral history projects continually grow, they provide us significant information from primary sources (Oral History Association, 2009, 2012; Portelli, 1991; Ritchie, 2003). However, while narrative has been used a lot in the educational research (Clandinin & Connelly, 2000) oral history still needs to find its way in it. Loss and silence (Mazzei, 2003; Miller, 2005) are notions explored in various ways in the literature. Loss has been explored as a traumatic experience (Panagiotou, 2009; Zembylas & Bekerman, 2008). There is also work on living through oppressive conditions (He & Phillion, 2008; see also the Voice of Witness project), including the curriculum of exile (He, 2010), yet such work is relatively new in education. Loss and silence is further examined in the accounts located in the Cyprus Oral History archive. Loss and silence and the feeling of injustice associated with them are part of the human condition. Thus, it is important to examine the ways in which loss and silence exist in the narratives of people, interpret and understand how they challenge justice and equity, how they make, unmake and remake identities, and encourage uncontested knowledge.

Examining loss and silence mainly from the people's perspective is significant in our times when people around the globe experience various kinds of losses, pain and silencing, and when, simultaneously, subjective knowledge, diversity and multiple interpretations are sought. Exploring loss and silence through a curricular perspective may provide us insight into the human condition and knowledge on injustice and inequity worldwide: loss as lived experience, which is silently embodied; and silence as experience of losing the self and a life. These notions will be juxtaposed with the idea of muting people's voices (Spivak, 1988), the process of currere (see Pinar's autobiographical writing), and works that illustrate critical issues that have been historically silenced (Thornton, 2009). Looking into silence, loss, various interpretations, perceptions and analytic views about them from society and schooling, and the meaning of these for the making, unmaking and remaking of identities may help us explore pedagogical and curricular paths toward preventing so much suffering, injustice and inequity.

Community-based school governance and social cohesion in Bosnia and Herzegovina: School board members' perception of its functions and legitimacy

Taro Komatsu
Sophia University

The purpose of this research study is to examine how decentralized and community-based school governance affects social cohesion in a multi-ethnic and post-conflict Bosnia and Herzegovina. Bosnia and Herzegovina (BiH) underwent a violent conflict fought along ethnic lines during 1990s in the process of breakup of Yugoslavia. As an attempt to depoliticize education, a decentralization reform has been introduced to create a school governing board that includes community residents and school personnel based on a quota that reflects the ethnic ratio of community population.

The study investigated how multi-ethnic school board members viewed the meaning of multi-ethnic character of school board membership and its impacts on social cohesion in the community.

A primary method of inquiry was individual interviews with school board members. The study was informed by interpretive paradigm that valued subjective meaning of phenomena under investigation. Social cohesion, referring inter-group trust and trust between civilians and public institutions, is a highly contextualized phenomenon, thus understanding of board members' views was considered to provide meaningful insights into the role of school boards in affecting social cohesion in a community. The author conducted interviews with 10 school board members in the Brčko District in spring of 2017. Interviewees were chosen purposefully, taking into consideration the diversity of ethnic backgrounds, school types, and gender. In particular, a care was taken to include interviewees from all three "constituent groups" of BiH, namely Serbs, Bosniaks and Croats. Brčko was chosen for a research site because of its multi ethnic character. The study was expected to yield significant insights into school functions of affecting social cohesion in a post-conflict society.

A preliminary analysis of interview data suggests that school board members viewed the ethnically-mixed membership as important and effective in maintaining a fragile status of social cohesion. Such a membership did not appear to have affected school governance significantly in a way that it promoted school activities that would actively promote social cohesion, confirming the author's previous study (2014). Nevertheless, the ethno-mixed character of school board membership enhances the legitimacy of schools whose decision-making was seen as representing views of multiple ethnic groups. Such legitimacy is an essential component of social cohesion. The study finding has implications for policies and programming of organizations involved in assisting the reconstruction of post-conflict education system.

Managing a 'conflicted heritage' in Language Education; Turkish language learning in Greek-Cypriot classrooms

Constadina Charalambous
European University Cyprus

This paper examines language learning, and language education more generally as part of the processes of negotiating and moving beyond a conflict-troubled past, including the struggles for self- and collective (re) positioning in the present, past and future. In order to do so, it draws on literature on the management of cultural heritage in contexts of conflict and the management of 'unwanted'/'dark' heritage. Linking this literature with current discussions on heritage language education, it then focuses on a particular type of language classes, in which students learn a language associated with discourses of animosity and a violent past. In the case examined, Turkish language classes for Greek-Cypriot adolescents and adults are unavoidably linked with a history of conflict, collective narratives of trauma and learners' trajectories of dislocation, as since the 1974 war, Cyprus remains de facto divided into Turkish-speaking north and Greek-speaking southern part. The paper draws on data from two linguistic ethnographic projects (2006-2009 and 2012-2015) including in-depth interviews, classroom recordings of Turkish lessons and ethnographic fieldnotes. The paper argues that using the term 'conflicted-heritage' allows us to approach language learning as part of wider social processes of (re)negotiating a conflict-troubled past and can provide us with an additional lens through which we can revisit notions and practices in relation to heritage language education.

Transfer and rejection to the peace education rhetoric in Colombia and Germany, 1970-2017

Pedro Pineda
University of Kassel

Past research in the sociology of education and comparative education has studied the adoption or rejection of educational ideas linked to ideals of national progress in diverse cultural contexts around the world. Among them, peace education is a paradigmatic and not sufficiently studied case of an educational discourse that empowers actors around the world to legitimize themselves as "peace educators". I jointly examine both the adoption and rejection of the peace education discourse in Colombia and Germany, respectively; two countries with a violent past but where the rhetoric was received differently. I analyzed educational trajectories from 1970 to 2017 to explain the conditions that allowed the Colombian congress to import peace education as a mandatory pedagogic content for schools and universities nationwide, while the German Ministers of Education Conference stopped the German central government's attempt to formally institutionalize it in 1984. I found that the difference between the studied countries relies in different trajectories in curricular reforms, especially in their underlying transdisciplinary and disciplinary approaches. While German school curriculum and teacher education programs maintained a strong disciplinary structure that shielded the import of an ahistorical and atheoretical discourse, previously existent Colombian classic school curriculum had been deconstructed via standard-based reforms. Policy makers and educators were already used to introduce atheoretical, cross-cutting curricular elements that did not correspond to fields of knowledge, away from the tendency at the beginning of the twentieth century to promote moral, historical, and political thought in connection to the strengthening of the classical curriculum. The dynamic of adoption and rejection depending on local roots I discovered through comparative analysis may be characteristic of the globalization process of other educational ideals around the world.

Promise of education for counter radicalization and counter-extremism education

Muhammad Naseem & Adeela Arshad-Ayaz
Concordia University

In the proposed presentation we present an articulation of how 'claimed/created spaces' can foster inclusive and authentic participation and public discourse on issues related to extremism and radicalization in the broader context of promise of education to address conflict and post-conflict reconciliation. Conversations on extremism, radicalization, and violence which are of crucial importance to the general public are usually held in closed spaces or in spaces that are set up by those in power. These spaces are often mandated by the state—the National Security State in the current global order. Resultantly, the conversations (and thus solutions) that emanate from these spaces follow the militarized and securitized orientation of the national security state (Naseem and Arshad-Ayaz, 2017). These conversations are mono-focused in that they focus on one religion, region, and people as the root cause of radicalization, extremism, and violence. Some of the conversations in the initially well-intentioned field of countering violent extremism (CVE) education have morphed into securitized conversations (Arshad-Ayaz and Naseem 2017. In the proposed presentation, we make a case that educational communities (teachers, parents, students, community groups, etc.) need to claim and create organic educational spaces that are inclusive of the marginalized voices, knowledges, and publics that have been excluded from the conversations on issues related to radicalization, extremism, and violence.

In the second part of the presentation, we present an account of two such 'claimed/created' spaces that purport to bring together the hitherto excluded and marginalized voices and publics in multi-vocal, multi-perspectival conversation on the promise of education to address issues related to radicalization and extremism. We present brief accounts of the TETT Symposia on teaching about extremism, terror, and trauma (TETT) as a transformative invited space in which conversations around extremism, terrorism, radicalization, and counter-radicalization take place with an aim for interchange of ideas between various stakeholders that included the general public, members of the academia, community based groups, non-governmental organizations, and students so that an authentic counter-hegemonic, counter-extremism critical public pedagogy can start to take root. We also briefly report examples from another claimed/created space—the initiative on Creating Learning Against Radicalization—which seeks to develop actionable knowledge against radicalization and extremism. Finally, based on the conversations in these two claimed/created spaces, we make an attempt to answer the question i.e. what kind of pedagogy is needed to counter extremism and radicalization?

Education and politics: The role of the teacher in conflict resolution

Mbikyo Mulinga Damien
Makerere University

A conflict is a purposeful struggle between collective actors who use social power to defeat or remove opponents to gain status, power, and scarce values. A conflict happens between at least two individuals or a group of individuals. In a conflict, individuals rush behind needs and interests leading them to fight. Reconciliation is the end of disagreement of conflicts and the return to friendly relations; it is an exchange that transforms enmity into friendship. To encourage reconciliation, one must end violence, acknowledge and repair wounds forces.
In this paper, my intention is to demonstrate what should be the role of education, especially that of the teacher in conflict resolution. The teacher should not discourage the general public which put its faith in him/her. Nowadays it is being observed that many teachers rush to join politics rather than being neutral, rather than playing the role of mediators for conflict resolution.
Mediation is any intermediary activity undertaken by a third party with the primary intention of of achieving some compromise settlement of the issues at stake between the conflicting parties to end their conflict. The teacher is supposed to be a reconciler. He/she should not belong to any political party in order to be a person from whom politicians can seek help rather than influencing him/her negatively as it is the case in many African countries.
On individual reconciliation, the teacher has to resolve interpersonal conflicts through mediation. On political reconciliation, the teacher has to reconcile groups of persons in conflict, such as ethnic and tribal conflicts because of being trusted by many people. On national reconciliation, the teacher is expected to facilitate the democratic game between the Government and the opposition because of his/her neutral position.
In this paper it will be shown how some teachers have lost their neutral political position and became slaves that politicians manipulate. In this situation, teachers become weak and cannot advice. In the reverse, they are being imposed to tell lies to people and to hide the truth.
A teacher who joins politics will rarely be able to reconcile people in conflict because of being probably in the trap of partisanship. In so doing he/she will be loosing his/her educational identity.
In this globalized world, where many people are excluding one another because interests, Education is expected to be the catalyst of people to live together in a world that has become a global village. Education should teach people universal values (observance of one's human rights, charity, tolerance, economic and political interests sharing, cultural and linguistic diversity, mutual respect, etc).

Peace, religion and politics. Illustrations of the issue in educational policy

Vassilis Pantazis
University of Thessaly

Christina Koutouvela & George Koutouvelas
National and Kapodistrian University of Athens

The relationship between the notions of "peace" and "religion" sounds to many people not only positive but also unreal and inappropriate. With a new reasoning about religion being evident, the thoughts of overcoming conflicts in the world are being easily recalled and significant subject-matters arise and are at stake: religious chauvinism and religious ignorance, religious intolerance and exclusion, religious encapsulation and counter-culture, incitement and religious hatred, religious violence and persecution, religious power and oppression. This must not be displaced or ruled out if we want to look into the issue seriously: that is, if the world's religions - and in particular focus on Judaism, Christianity and Islam - can still contribute to peace. Also, we cannot agree with unrealistic and reactive phrases such as "Christianity is the religion of love to the neighbor" or "Islam is peace".
For years, the reference to religious violent clashes and terrorist attacks has primarily had a negative interconnection with religions. Indeed, religion is always used as an alibi in the name of every use of violence: "The Lord's Resistance Army (LRA)", "Islamic State" (IS) in Syria and Iraq, Hindu nationalists in India, national religious Jewish settlers in Israel / Palestine or Buddhist extremists in Myanmar - every religion has "blood in its' hands". This impression is reinforced by the political, scientific and journalistic debates on the "conflict of cultures" (Samuel Huntington in 1993), the "return of religion" (Martin Riesebrodt 2001) or the "globalization of religious violence" (Mark Juergen Meyer 2009). The initial message is that religions are prone to violence, sharpening conflicts, driving violence, hampering peace. To discuss the peaceful contribution of religious institutions, first it is useful to look at the role of religions in conflicts. In order to understand this, we must reconsider how conflicts work, which collision mechanisms and internal logic conclusions appear and which are the implications this entails. And, of course, within the above framework, the final question that arises is: what is the role of the individual educational policies on the issue of peace and its relation to religion.

Securitising education? Problematising the relationship between religious actors and history textbooks in Cyprus

Eleni Christodoulou
Georg Eckert Institute for International Textbook Research

Textbook research provides an interdisciplinary framework for the analysis of identity construction and power politics, particularly when it comes to history textbooks in conflict-ridden countries. Decisions regarding which history textbooks are being used, who authors them and what content is included or excluded, reflect negotiations –and more often struggles- of power between various actors but also give us an indication of the type of knowledge and competencies these actors see as desirable to pass on to the next generation. This article examines the role of religion and religious actors in these negotiations as they pertain to Greek-Cypriot history textbooks and their potential revision as part of the peacebuilding process. The Cyprus context presents a particularly interesting case as the Orthodox Christian Church historically had a powerful influence on the Greek-Cypriot education system and it has been, and continues to be, heavily criticised for its negative role in the peacebuilding process. Existing studies have illuminated the problematic content of history textbooks and often point towards the controversies raised, but so far there has been no in-depth study of the religion-history nexus within them, nor an analysis of religious actors' discourses about them and their potential revision. Building on securitisation theory, I address this empirical gap by firstly, conducting a textbook analysis that investigates how religion and religious actors are being portrayed in history textbook discourses vis-à-vis the Cyprus Conflict. Secondly, face to face interviews with the Archbishop and with the metropolitan Orthodox bishops of Cyprus in 2017-18, shed light on the 'securitising' or 'desecuritising' role that religious actors play in educational policy and their views regarding the purpose of history textbooks. The findings expose a far more ambivalent, hybrid and complex picture than has hitherto been presented in academic and media discourses, creating openings for more constructive negotiations of the content of history textbooks as part of the peacebuilding process.

"Wait, am I the problem?": Facing the psychic dynamics of resistance to reconciliation in the teacher education classroom

Avril Aitken
Bishop's University

Linda Radford
University of Ottawa

Purpose:
With the spotlight on education as a means to move forward from what has been termed "cultural genocide" (McLachlin, 2015), Canada has joined diverse countries, such as Australia, Cyprus, Ireland, Israel, Rwanda, South Africa, and Sri Lanka, in seeking to use education policy and curriculum initiatives to address conflict or human rights violations (Ben-Nun, 2013; Borooah & Knox, 2013; Cappy 2016; Duncan & Cardoza, 2017; Exley & Chan, 2014, Mogliacci, Raanhuis & Howell, 2016; Rubagiza, Umutoni & Kaleeba, 2016; Zembylas, Bekerman, McGlynn & Ferreira, 2009). This paper reports on an ongoing study, through which explicit discussion of the psychic dynamics of resistance is brought into the teacher education classroom, with future teachers as a pedagogical practice for reconciliation work.
Perspective:
Similar to other settings, where teacher role in reconciliation agendas is assumed (Rubaziga et al., 2016; Zembylas, 2010; Zembylas, Charalambous & Charalambous, 2011), in Canada, teachers have been cast as central players in the process (Truth and Reconciliation Commission [TRC], 2015). Notably, in a review of the literature on teachers' promotion of social cohesion, it is underlined that "teachers may use their agency to resist change as well as facilitate change, to promote peacebuilding and to stoke conflict" (Horner, et al., 2015, p. 7). Teacher resistance, ambivalence and negativity around teaching for reconciliation have emerged as important objects of research (Brant, 2017; Taylor, 2014; Zembylas, 2017; Zembylas, Kendeou & Michaelidou, 2011). Such responses point to the significance of subjectivity, which is an individual's sense of self, shaped in relation to/with/by others and experiences, as they intersect with issues of power, knowledge and authority (Britzman, 2003, Pinar, 2009; Taubman, 2012).
Methodological Considerations:
Considering productive approaches to teacher resistance and difficult knowledge in teacher education classrooms (Taylor, 2014; Zembylas, 2015; 2017), this paper builds on our previous work (Author et al., forthcoming). In that study, drawing on Britzman (2003, 2009, 2013), we analyzed the written and spoken representations of over 50 future teachers, in two sites of teacher education, who were given the task of creating learning for other members of respective campuses related to decolonization and reconciliation. We traced conditions that made it possible for future teachers to begin to work through difficult knowledge.
Implications:
With the goal of extending on that prior work, using a similar methodological approach, we are looking at possibilities and limitations of involving future teachers in explicit discussion of the psychic dynamics of resistance - as part of a pedagogical practice for reconciliation work.

The reverse gender gap in adolescents' expectation of higher education Analysis of 49 education systems

Jon Lauglo & Fengshu Liu
University of Oslo

Gender equity is an important concern in education policy and research internationally and is focused on achieving parity for females with males. There has been remarkably strong progress even to the extent that a 'reverse gender gap' is documented in enrolment rates and attainment projections for most OECD countries. A 'reverse gender gap' is in fact prevalent in most countries in the world according to UNDP's statistics on how many 'years of education' on average can be expected for children of school-entry age, projected from recent enrolment rates. How can the rise of a reverse gender gap be explained? We use data from 49 education systems in IEA's TIMSS 2011 study to explore 8th graders' expectation of educational attainment. Girls more often than boys expect higher education in nearly all countries. We rule out arguments that this pattern may be explained by gender differences in school achievement or in how much they like school by controlling for indicators of such traits (along with education-conducive family resources). At macro-level the gender disparity is moderately correlated with 'years of schooling' projected by UNDP for children of school-entry age, but weakly correlated with gender inequality in the adult population, and nil with the Human Development index. A suggested post-hoc explanation for the emergence of a robust and strongly prevalent reverse gender gap in adolescents' expectation of higher education is that education systems are more influenced than the labor market and family life by 'World Society' culture.

The existential self: challenging and renegotiating gender identity through higher education in England

Carol Fuller
University of Reading

This paper explores perceptions of the role of education as a potential medium of transformation and a vehicle to challenge and renegotiate symbolic and cultural notions of gender identity. Drawing on data collected at two time points over 10 years, it considers four young women from working-class backgrounds in England who aspired to and then went on to higher education. It considers their earlier aspiration, their current occupations and how these link to their sense of a gendered self. In doing so it raises important questions about persisting cultural hegemony that promotes equality yet continues to position women as 'mother' and 'homemaker', leaving those who reject the identity feeling defiant and defensive. It also considers how, on the one hand, higher education can provide the means to renegotiate and redefine who one wants to be, yet on the other, does so at what appears to be the cost of existential angst.

Teaching gender, inclusion and exclusion in a Turkish university

Adam Walton
UCL Institute of Education

This paper explores teaching and learning gender in a Turkish university as intersectional boundary work: shaped by societal and institutional boundaries; and shaping students' cognitive and relational boundaries around gender, with implications in terms of students' wider positionalities. The study looks beyond consideration of how much gender is engaged in different departments, to considerations of the different ways in which it is engaged or ignored, the contextual reasons for them, and students' responses to these differences. Conceiving of the institution as a borderland, it explores the challenge of addressing gender in higher education in a politically charged and polarised context where gender is imbricated with multiple aspects of people's identities.
The paper draws on five months ethnographic study in a Turkish university, involving interviews and observations in six different university departments, conducted in the months before the July 2016 coup attempt. The paper focuses on data from two courses from different departments. In each case it considers the boundaries which framed the ways gender was addressed in the course's teaching. It then explores the intersectional boundaries this teaching constructs and responses to the different types of boundary work by students from the two courses.
The variations in the students' comments on their learning show how teaching around gender can foster both inclusion, exclusion and hybridity across boundaries, often each of them at the same time. The paper shows the positives, and difficulties, both of approaches where gender is intensely engaged, and where it is addressed to only a limited extent. It notes how, in this particular setting, institutional and pedagogical commitments which strengthen and affirm some (desirable) aspects of identities, lead to closure or marginalisation with respect to others. The paper finishes by reflecting on the perennial challenges around gender mainstreaming and institutional encouragement of more systematic engagement with gender.

Identity and access to higher education of women asylum seekers and refugees

Rumana Hashem
University of East London

Gender and education play a significant role in the construction of identities of asylum seekers and refugees. Recent studies on education and employment of refugees suggest that women are advanced in education in the UK. Despite sexist bias in higher education and career opportunities, women refugees are achieving more successes if/when provided with access to education and job market. This paper draws on author's experience in teaching and learning with women asylum seekers and refugee women in higher educational programme, namely

Open Learning Initiative programme, at the University of East London. Drawing on case studies of women students in intermediate level 1, I show how experiences of becoming and being a refugee woman in a globalising world (in education and employment in the host country) both erode and enable self confidence and esteem. I argue that identities of these women are routinely shaped and reshaped by their movement across borders and access to higher education. Many of these women who had fled home in anxiety following crisis in their countries of origin have been experiencing loss pertaining their material conditions and relational aspects (e.g. family and home), nonetheless they discovered moments of possibility and potential in relation to empowerment and self-development through education and opportunities for gender-neutral jobs.
Illustrations in the paper explores case study of refugee women from Algeria, Colombia, Nigeria, Somalia, Sri Lanka, and Syria. Using transnational social theory and intersectionality of gender, class, ethnicity and religion as analytical tools, I illustrate how gender differences in traditional society of these women identified them as dependents or carers of male members of the family or community, and how women, transgender and queer members of refugees and asylum seekers had been subjected to numerous vulnerability in their county of origins which they overcome in the host country. This is a work in progress. Case study and first hand testimonies will be used as modes of enquiry, and meanings of women's lived experiences will be co-constructed by using the notion of "situated knowledge" and "hermeneutics of demystification' approach of narrative methodology. I do not simply tell the stories of my participants, rather I follow scholars in narratology (e.g. Squire, 2008) who argue that too often stories are produced for a certain audience and therefore it is important to question the testimonies of the participants. I assemble meaning strategically through 'decoding meaning' to achieve constructively a complete understanding of the testimonies.

Comparing parent educational strategies: The Global Middle Class versus the Middle class in Israel

Ma'ayan Mizrachi & Miri Yemini
Tel- Aviv University

Claire Maxwell
UCL Institute of Education

Increasingly global processes are blurring the geopolitical boundaries between countries and regions, forging closer connections between social and economic systems around the world. Globalization not only operates on the economic-political level but also fosters new social networks and cultural norms. International corporations, new forms of media and interpersonal networks that reach all parts of the world, are leading the development of new types of social structure and a new class, with a unique, emerging identity that adheres to a certain set of values and practices called the "global middle class."

The Global Middle Class (GMC) mainly refers to a well-educated, economically- and culturally-resourced segment of the middle class population who have a global orientation, a 'Western' lifestyle, and extensive experiences of mobility, having lived outside their 'home' countries. The mobility of these professionals, many of who will move their families with them as they search for new employment or are required to transfer to other offices of their multi-national companies, is the critical feature that distinguishes the GMC from their (non-mobile) middle-class peers.
The purpose of this study was to examine the parental perceptions and educational choices of global middle class parents currently living in Israel, and comparing these to their local middle class peers. The study was based on a constructivist qualitative approach, in which semi-structured in-depth interviews were conducted with middle-class and global middle class parents.
The findings of this study indicate that GMC parents think locally in terms of securing the best educational opportunities for their children in each location in which they settle (temporarily), but these efforts are aimed at creating futures for their children that will be global in reach. The non-mobile middle class parents, on the other hand, pursue the acquisition of cosmopolitan capital which makes reference to the importance of the global, but work to assure locally-imagined, prosperous futures for their children. Thus, this study contributes to the empirical gap in studies of GMC. Through analysis of Israeli GMC educational strategies, the study highlights two significant characteristics shaping these families' practices - the naturalization of mobility as a state of being and a engaging in concerted practices of belonging to their 'home' nation. Moreover, through a comparative analysis of GMC parental education strategies and those of their non-mobile counterparts, we have articulated more clearly the various ways how the local and the global are drawn on in shaping practices.

An emerging middle class among the Romani people in Central and Eastern Europe? Experiences and research after the decade of the Roma inclusion of the EU

Katalin R Forray
University of Pecs

Tamas Kozma
University of Debrecen

Theoretical Frame:
The expression "emerging middle class" is regularly used today by economists and social researchers dealing mostly with the "Third World" (Farell et al 2006, Neven et al 2009, Kharas 2010). Can we talk about an emerging middle class among the Romani people of Central and Eastern Europe? It seems to be a legitimate question for two reasons. Most researches and studies are focusing on the disadvantaged Roma groups, and less on the emerging part of the Romani society (Decade of Roma Inclusion 2014, Rorke et al 2015). The present study concentrates on the emerging groups of that society. 'Middle class' meant here the group of Roma people with secondary or higher education graduation.

Sources of Information:
Two main sources of information have been used. The one was the database of the 'Decade of Roma Inclusion' (Roma Inclusion Index 2015, Friedman 2015, Cserti Csapo 2017). The other was the case studies collected, mostly in Hungary. Until now, we conducted more than 20 (26) interviews with middle-class Roma in various regions of Hungary and its cross-border territories (Ohidy 2016).
Results:
1. A Romani middle class is emerging in the Czech Republic, Slovakia, and Hungary. The size of that 'middle class' as well as the speed of growth differs from country to country creating an axis of development from the North Western to the South Eastern countries. It depends on the economic growth and wealth of the given country.

2. A Romani 'middle class' is also formulating in the central territories of Hungary. At the same time, the Roma population in the North Eastern and South Western territories are years behind the growing 'middle class'. It is true both in schooling as in employment / unemployment or, e.g the size of the civic organization.

3. The important social institutions for the growth of the Romani middle class are the schools, the churches and the civic organisations. The engagement of the churches is a new phenomenon. An example of their engagement is the church based special colleges (boarding houses, szakkollegium) for Romani university students. Our interviews reflect the development of their 'middle-class identity'.

Aspirations for the future and class identities in Italian art school students

Anna Uboldi
University of Milan

This contribution examines the educational experiences of art school students through the lens of class cultural differences, in a Bourdieusian perspective. This qualitative research is realized in two secondary art schools of Milan, public and private. This study is based on in-depth interviews, with timeline, and focus groups with students during their final years in lyceums (16-21 aged). It will be argued that different class cultures contribute to the formation of different learner identities and, above all, to imaginative capacities for the future. In addition, in the relationship that students have with the school world, a different incorporation of neoliberal logic emerges. The educational and artistic fields are marked by the strong implementation of neoliberal values. In this sense, the notions of capital and habitus allow us to examine some dynamics in the self-formation process of young creative aspirations. These differences are evident in the ambitions of the educational and professional projects of the interviewed students.
The Italian art schools collect two very different profiles of students and they are a particular practical lyceum. On the one hand, there are young privileged students who are ambitious, self-confident and highly reflexive and they see the future as an open field of opportunities. On the other hand, disadvantaged students do not perceive the value of their artistic and intellectual skills and have difficulty in elaborating biographical projects for the future. The reflexivity is a class resource and generates very different creative aspirations.

Beyond culture: understanding gender-based violence in schools in Ethiopia

Marielle Le Mat, Hülya Kosar Altinyelken, Henny Bos & Monique Volman
University of Amsterdam

Current explanations for the persisting ineffectiveness of educational initiatives, including comprehensive sexuality education (CSE), to address gender-based violence have typically pointed towards 'culture'. However, research has revealed that simplified conceptions of 'culture' may act as barrier to gender equality and offer narrow views of developing contexts. This paper contributes to this small but growing body of research by employing a critical feminist approach that considers gender relations as historically and socially constructed, in order to unravel the relations between culture, gender-based violence, and education. It asks how students and teachers understand the relationship between gender-based violence and culture, and how they perceive the role of CSE and CSE teachers in addressing gender-based violence. The paper reveals how gender relations interact with notions of culture and cultural change in understandings of gender-based violence in CSE programmes in Ethiopia. Drawing on fieldwork in Ethiopia, the paper presents a rich body of qualitative interview and focus group discussion (FGD) data adding up to 65 interviews and 9 FGDs, held with 68 students, 35 teachers, and 8 sexual and reproductive health experts working in Ethiopia. Students and teachers conceived of culture around two intersecting axes: they distinguished between 'modern' and 'traditional' cultures, which were both considered to have 'bad' and 'good' elements. Gendered ideals of decency were cross-cutting in understandings of modern and traditional values. For instance, respondents stated 'bad traditional' values prevented young women from learning and sharing their views. Modernity on the other hand was often conflated with development and 'good' cultures that provide opportunities to girls equal to boys, yet was likewise associated with threats to Ethiopian culture and identity. Modernity was also thought to hamper addressing gender-based violence, for instance when young women were considered to become too outspoken inspired by 'modern' values. Young women in particular thus have to strike a careful balance between 'modern' identities of emancipated women, and keeping up ideals of decency by not speaking about, 'inviting' or pursuing sexual relationships. As such, the CSE programme dismissed gender inequality as 'bad tradition' but continued to emphasize the importance of female chastity in promoting 'good modernity'. Simplified conceptions of culture and gender were reproduced in the CSE programme, limiting its potential to address root causes of gender-based violence. The study concludes with a reflection on implications for CSE and highlights the pivotal role for educators on this matter.

School parent relationship as a way to counteract gender discrimination

Elvira Lozupone & Mario Mastrangelo
Tor Vergata University of Rome

One of the most disputed issues in Italy is about school parent partnership. The focus of this research is to study relationship in order to counteract any kind of marginalization and violence at school. The definition of partnership deriving from latin pars, partition that means division, separation, contains in itself the idea of an opposition. The notion of partnership will precisely enforce itself in a context that is both of crisis and social struggles, in which social partners have to negotiate. Nevertheless international evidence based research in the last three or four decades, show how good parents/teachers relationship improve students outcome with an increasing of self esteem and a general improvement of wellbeing of pupils in school life. In this sense Italy is still taking the first steps. Bullying, one of the best known school disease, is increasing inside, and outside school in the form of cyberbullying; the age of victims and instigators is decreasing to primary school level; this shows how the role of family is important at this age and how approaches limited to classroom seem to be less useful to counteract this kind of gratuitous violence than a broader process aimed to involving families. This research has been developed in partnership with Milan Catholic University, Family Studies and University Center. This research is now involving a sample of about 600 schools in Italy (school executives, parents and teachers) by completing an on line questionnaire. The research aims to identify through a multivariate data analysis the main characters that constitute what we call co-responsibility in unities of meaning and action; evaluate opinions and attitudes of teachers and parents, especially investigating about best practices to address the phenomena of bullying and gender discrimination. Results will also help to go further help to go into depth in what will emerge from data. Self reflexive processes may emerge with respect to renewed participation in school life as well as the identification of those communication flows in parent teachers relationship that do not allow the exercise of adequate form of educational co-responsibility.

Gender and national identity in a "value-centered" curriculum

Sezen Bayhan
Istanbul Technical University

Canan Aratemur-Çimen
Ekser Consulting

Soner Şimşek
Bogaziçi University

This paper explores Turkey's newly printed textbooks that have been re-written in accordance with the 2017 curriculum reform. Textbooks are critical sources for the inculcation of ideas relating to citizenship and national identity in Turkey since all public schools throughout the country have to use the same textbooks that are published under the supervision of the Ministry of National Education (MoNE) and distributed for free to all students. In 2017, a new curriculum reform was introduced and the process of re-writing all textbooks in accordance with the tenets of the new reform started. The new curriculum and its textbooks have been criticized by various rights groups for undermining the principles of secularism and gender-equality, which have historically been dealt with in an intertwined fashion by the political actors that have preferred to promote or resist them. The paper first briefly describes the historical background of the formation of gendered citizenship during the nation-building process of the Turkish state and the special role that education was attributed to during this process. Then, asking whether there is a shift in textbook discourses towards a de-secularised ideal of citizenry, the paper compares fourteen textbooks from the year 2016 and 2017. Third, taking political-Islam as a gendered and patriarchal ideology, the paper carries out a comparative analysis of textbooks with a focus on the gendered implications of their content. Finally, the paper explores the policy discourses on the latest curriculum reform and seeks to answer if the discourses have a gendered character. Research methodology used for this study heavily relies on Critical Discourse Analysis (CDA), which is a multidisciplinary approach that is attentive to power relations and based on the premise that discourses can be understood only through an analysis of their historical contexts. Our preliminary findings of the secondary education textbooks suggest that there is a slight shift in textbook discourses in terms of their implications for gender roles, with the exception of history textbooks, which demonstrate an observable shift in terms of both citizenship identity and gender. While promotion of an Islamic national identity is visible, this identity is constructed using a male-centric language and omitting various sections on women that were present in the previous year's history books. A more observable tendency in textbooks is the salience of Islamic and conservative discourses.

Children's engagement with sexualized consumer culture: Investigating parents' views

Galatia Kallitsi
University of Cyprus

This paper analyzes the ways parents negotiate media-promoted beauty ideals and the social and cultural practices they follow regarding their children's engagement with beauty, sexuality and consumerism. The results are based on a larger study which examined children's understanding of "beauty" ideals at a time when debates about the "sexualization of culture" create major parenting dilemma. The paper is based on semi-structured interviews that were conducted with 17 parents (13 mothers and 4 fathers) of 8-13 year-old children coming from different socioeconomic backgrounds and places of living in Cyprus.
Although relative literature commonly discusses parents' anxiety regarding media sexualized beauty ideals that are being promoted to young children, especially girls, results show that the majority of parents did not express any immediate concerns regarding

this issue. However, parents often mentioned their daughters' "age-inappropriate" consumerist needs, such as make-up, perfumes and high heels as a source of discussion in the family. They usually perceive these desires, not as a sign of sexualization, but as a childish game or imitation, conveying their view that childhood is an era characterized by innocence and fun. They also expressed the idea that boys are "easier", with less economic demands and, in contrast to girls, they don't rush to "grow up". It is possible that most parents were reluctant to view their children's beauty practices as "sexualized" either because of the lack of public debate on the issue or because it would imply that they needed to view their own children as prematurely sexualized.
The paper concludes that in order to give a critical insight on parents' views regarding their children's engagement with "beauty" and the "sexualization of culture" it's important to bear in mind several interacting factors, such as parents' perceptions regarding childhood and children's sexuality, their possible gender stereotypes and the social expectations of what constitutes good parental edification model.

This panel aims to explore the unfolding potential of a 'global' approach to ethnography, revisiting the philosophical and social critique of Jean Baudrillard and arguing for its value to comparative education.
Baudrillard offers a particularly radical critique of society; one that was initially identified as valuable to understanding the 'post-modern' turn in the social sciences but, later, rejected as dangerously nihilistic and fundamentally non-serious. Whilst other continental thinkers associated with post-foundational social thought (not least Foucault and Deleuze) have been embraced enthusiastically, the initial interest in Baudrillard has been replaced by skepticism as scholars challenged his reading of the world as comprised of media spectacle, simulation and disappearance. The panel will argue for his continued relevance, not least in relation to important contemporary understandings of the condition of modernity in/ as/ after globalization, the nature of subjectivity and culture, the prospects for politics and the place of theory itself.
In addition to revisting those themes of Baudrillard already well known to English-language audiences (especially his analysis of semiotic society and notion of simulacra), the panel will also introduce some of his more provocative concepts such as integral reality and disappearance, reversibility and return and 'fatal writing', all of which can help us reimagine research work.
The panel comprises three papers that cover issues of theory and method as well as empirical cases from diverse contexts. In short:

- Madsen's paper will provide a theoretical overview of Baudrillard's writing, positioning it within modernist and post-structuralist attempts to conceptualise the object, as well as recent attempts to engage with post-humanism in education.
- Carney's paper will elaborate a methodology of fragments as a way to study global(izing) education. This paper will elaborate findings from a comparative ethnographic study of schooling and youth in Denmark, South Korea and Zambia.
- Paolone's will return to the British ethnographer Audrey Lambart, illustrating the poetical ambition in her writing, how that was curtailed by the dominant empiricist interests of the time, and how this approach to 'the real' connects us today to the 'fatal writing' of Baudrillard.

Escaping the real: Baudrillard's object in education research

Ulla Ambrosius Madsen
Roskilde University

According to Baudrillard, classical and contemporary sociological approaches to modernity have one thing in common that cuts across most paradigmatic divisions: a mad obsession with 'the real'. Nowhere is that madness more transparent than in education and education research. This obsession manifests as functionalist 'testocratic' pedagogy aimed at enhancing relevance and 'quality' across national contexts. It takes form as critical pedagogy that problematizes the institutionalization of children and young people, insisting on teaching and learning that can empower and liberate. We also see it in policy studies of education reforms that reduce global complexity to the comfortable categories of 'state', 'school', 'teacher', 'curriculum' and 'pupil'. Education and education research gorges in reality.
The perception that education research is about 'the real' - that it corresponds to an actual world and actual events - and is aimed at change, improvement, development, and, even, freedom, leads to even more reality. Not surprisingly, any questioning of education's 'real' is seen not only as nonsense but an impertinent affront to the most noble ideals of modernity: for Kant, 'Mündigkeit' or 'maturity' necessitates an embodiment of the Enlightenment ideals of progress and emancipation. Education and education research rest in the bosoms of such certainties. Whilst 'the real' has been problematized in social and human sciences, not least in the aftermath of the 'postmodern' turn (Lyotard), such concerns are relatively new in education research, taking form as a mixture of social constructivism, poststructuralism and, lately, post-humanism and new materialism (Lather St. Pierre, Maclure).
This paper confronts contemporary efforts to transcend or, more ambitiously, to transgress 'the real'. We argue that attempts to overcome the representation challenge in education lead to further (albeit) well-intentioned acts of modernist consolidation where issues of objectification, subjectivity and empiricism are refashioned rather than vanquished. To illustrate our point, we return to what some philosophers have referred to as the two paths from Kant. The first of these paths is well-worn. Kant's conceptualization of modernity through his critiques of reason and the idea of synthetic apriori were taken further by Hegel in particular through his notion of dialectical reasoning. Here, the project of modernity rests on the shoulders of the aware, self-actualizing and ethical subject. This route continues through Marx to Habermas who declares Hegel as the originator of dialectical thought and the 'self-critical' subject. Whilst these twentieth century heirs to Kant viewed priori principles of the mind as pathways to objective knowledge, Nietzsche viewed them as antinomy. For Nietzsche, the question is not if synthetic a priori judgements are possible but why they are necessary at all, especially when value judgements are constituted by histories of the present.
Whilst Nietzsche is often portrayed as an enemy of reason, it is worth dwelling on the point that his inspiration comes from the same source that provides the foundation for mainstream western philosophy and contemporary social science. This alternative pathway from Kant leads to the French post-foundational philosophers as well as to Baudrillard. As such, rather than representing some counter to the western system of thought, notions such as the 'fictional', the 'simulation', 'return' and, for example, the 'hyperreal' can be better understood as resting within in.

A world in/ of fragments: method after madness

Stephen Carney
Roskilde University

Comparative education has begun to rethink its objects of interest. In part due to the influence of post-structuralism, notions of subjectivity have begun to acknowledge the precarious and fragile nature of

Cross-Thematic Session 1

Global ethnography, Jean Baudrillard and comparative education

the subject in/ of education. Method has followed as notions of multi-sited ethnography, the anthropology of policy and 'policyscape' (Carney 2008) decentre state, nation and culture in comparative analyses. Notwithstanding these moves, the contemporary interest in spatialities, topologies and geographies of power reflect new forms of boundary thinking that make possible a renewed commitment to 'the real' where the capitalist mode of production can be (re) located as the driver (and usurper) of reform and where the ideal of political mobilization gives education research continued relevance. If we accept that 'the real' can be reimagined – and Baudrillard does this by overloading it with imagery, signs and meaning until it collapses under its own modernist weight – how can we re-approach it in order to re-engage with empirical work? The notion of fragment has a long history in literature and is one that Baudrillard uses to introduce a form of social poetics that identifies the enigmatic and, thus, helps us to re-enchant a world gone mad in (singular) meaning.

The paper will introduce three empirical 'cases' of youth in/ around/ and schooling from Denmark, South Korea and Zambia that, together, comprise an arbitrary experiment in toying with 'the real' as a way to introduce radical thought. Our data is fragmentary: deliberately aimed at resisting judgment, meaning and thus the educational impulse towards action. This data is of three types: the 'spectacle' (with inspiration from symbolic interactionism and its political project of identifying problems and eliciting particular types of reactions); the 'aphorism' (with its debt to Nietzsche and poetic forms of expression that elicit subjective, aesthetic responses beyond the control of the writer); and the 'erring' (taken from Mark C. Taylor where we acknowledge that research also involves hunches, half-truths, indeterminacy, recalcitrant engagements and the ghosts of other things and meanings). We suggest that all 'social science' data embodies these three impulses simultaneously but modernist education research continues to prioritize the 'spectacle' which then frames and limits our perception of the world. A focus on the fragment – and the world as fragmentary – not only enables another way to view 'the real' but the possibility of escaping 'reality' altogether. The paper will outline that radical future for comparative education research.

Writing as a fatal strategy

Anselmo R. Paolone
University of Udine

This paper examines the pioneering ethnographer of education Audrey Lambart, especially her radical view of the possibilities of ethnography. In the early 60s a very isolated Lambart (who was working experimentally across disciplines and genres of writing) "revolted" against the way in which her research colleagues in Manchester used ethnography to bring reality together in one supposedly coherent picture within the framework of an acknowledged "scientific" and "positivistic" research approach. By contrast, she drew from T.S. Eliot's "dissociation of sensibility" theory to imagine that the ethnographer cannot treat the subjects she/he is studying as mere sociological specimens. In the human being, there is much more than that which can be seized by academic sociology (and by other "official" social sciences). Such reductive approaches to ethnographic research are tied to a "rupture" in the sensibility of the researcher (and of modern man in general) in which feelings are disassociated from reason and rhetoric from science, and put aside as "non scientific" and therefore inconvenient. This goes together with an Entzauberung of the world.

According to Lambart, by acting in this way, ethnography tied to late modern social sciences tends to endlessly reproduce an homologated and unsatisfactory vision of "reality", and this can be challenged by using a form of fieldwork in which the ethnographer does not separate thoughts from emotive experiences. In her censored writings, she tried to achieve this by portraying her subjects through "poetic" writing inspired by theories which question the relationship between language, meaning and reality and point at poetics as an alternative way to truth (Friedrich 1956).

The reaction of the establishment to Lambart's approach was the rejection of her Ph.D. thesis, which she later defended (in a "tamed" form) as an MA. She lost confidence in her intuitions and never tried to publish them. The two papers she managed to draw from the thesis were "depurated" of her "wrong" ideas. Today, I see the work of Jean Baurdillard, and in particular his discussion of poetry as "fatal writing", as an opportunity to excavate, rehabilitate and renew Lambart's ideas. Baudrillard developed theories that illustrated the delusion that results from exerting an excessive, fruitless search for total knowledge. Baudrillard claims that "real" poetics is irreducible to the mode of significance of the "code" of late modernity, and that poetry can play a role in subverting it via the "extermination of meaning". This has much resonance with Lambart's critique of ethnography.

In this paper, I will try to hypothesize some of the similarities and differences in Lambart's poetic impulses and Baudrillard's poetry as "fatal writing". Did Baudrillard somehow take further what Lambart started? Did he take writing to a 'fatal' place that she couldn't and wouldn't (because, as a product of that time, she had other commitments to the "real"?). The use of Baudrillard's concepts will help to re-position Lambart's forerunning ideas on ethnography in a new, post-foundational perspective, and make them understandable and available for the ethnographers of today.

Cross-Thematic Session 2

Publishing in comparative education

This session will aim to describe the procedures for making decisions about which papers can be accepted for publication in the journal Comparative Education. The editor (David Phillips), the chair of the board (Bob Cowen) and other members of the editorial board will be available to talk about what makes a good paper and why papers are rejected, and to answer questions from the audience.

Cross-Thematic Session 3

International and comparative education meets sustainability development: four case examples from the Nordic rim?

At the fiftieth anniversary of the comparative and international society's presidential address, Martin Carnoy (2006) aptly urged the intellectual community to reflect on the distinctive values of the field of inquiry for contributing to new knowledge about and human agency in the world. Twelve years later the research community in international and comparative education has encountered a world changed by an ever mounting uncertainty in global issues. The crisis in current society requires sustainable solutions, to which education may offer crucial contributions.

This proposed symposium brings together collegial interest in the regeneration of holistic research and renewal of comparative and international education issues affecting modern societies. It contributes to the field by offering a gaze on the particulars of precise locations (Bray, 2017). In this symposium of four papers, our focal point is on exploring and identifying knowledge contributions by the Research Group in International and Comparative Education housed at Stockholm University.

The proposed symposium offers momentum for reconsidering the role of education in advancing knowledge in sustainably resourceful ways for the next decade and beyond. Of central interest is to offer critical engagement with the UN Sustainable Development Goal 4 dedicated to education. The symposium highlights various comparative aspects of education for sustainable development encompassing intersectional perspectives in teacher education, curriculum contents and school practices in upper secondary education, and internationalization of higher education as a means to address the global goals of sustainability.

The four papers in the proposed symposium form a quadrant encompassing a coordinated range of key issues of concern in current debates on the educational challenges facing the political, economic and social dimensions. The symposium takes position at dissecting comparative research approaches in order to identify long term sustainable patterns by utilising comparative educational dimensions involving the people, place and its parts. We hope to engage in discussion on comparative relationality of current Nordic to global policy, curriculum, and governance across educational levels and at the intersections of equity and diversity.

Education for sustainable development – a comparative study of schools in Japan and Sweden

Petros Gougoulakis & Ulf Fredriksson
Stockholm University

Kanako Kusanagi & Yaka Matsuda
University of Tokyo

This presentation follows the earlier comparative study of school curricula and education policy in Japan and Sweden. The focus moves from the general examination of curriculum and pedagogy of Education for Sustainable Development (ESD) to more specific case studies where four schools in the two countries are studied. Results of an ongoing project as far as these have been elaborated on during the analysis of collected data during spring 2018 will be presented.

The aim is to analyse how two schools in Sweden and two schools in Japan work with ESD. Based on the experiences for these school visits an intention is to explore how an instrument for further case studies on ESD can be elaborated.

Two school cases from each country were selected and visited in autumn 2017. Through contacts with school authorities, the available reports on the schools' work with ESD and reviews of relevant literature, a number of upper secondary schools were identified in Japan and Sweden. The participating schools were selected on the basis of their profile characteristics relating to ESD, as well as their reputation as "good examples". In addition to these criteria the schools also needed to be willing to participate and to receive visits by the researchers from Japan and Sweden.

During the school visits the researchers had opportunities to talk to the school management, to teachers and to students. The researcher also had the opportunity to visit lessons and to walk around in the schools to look at school facilities and experience the general ambiance of the schools. The schools provided relevant material about their work. Information about the schools was also collected from the schools websites.

In the analysis of the case studies, the following issues will be specifically highlighted:

- Engagement to local issues
- Learning for social transformation
- Being aware of global agenda
- Commitment to social activities

The case studies provide insights into the transformation of curriculum guidelines about ESD via the interpretations teachers and other stakeholders make at the local school level and how these interpretations are converted into didactic actions/pedagogy in the classroom / transformation arena. The actual implementation of the teaching of ESD takes place in the school and in the classrooms where teachers interact and activate their students. Realisation also includes how the students acquire learning content and what they perceive and learn when they are instructed.

Of particular interest are school activities such as; guides for promoting ESD, integrated studies, active learning, whole school approach, ESD Calendar, fieldwork, internship, career guidance, integrated/cross-curricular studies. Also of interest are the roles of different actors such as students, teachers, principals, parents, and the surrounding community, NGO's /NPO's and the private sector.

These types of comparative case studies involving schools in two countries will hopefully contribute to a more elaborated understanding of how ESD can be organised in different contexts and to a better understanding of how international and comparative education can be used to study the development of important and emerging aspects of education.

Cross-Thematic Session 3

International and comparative education meets sustainability development: four case examples from the Nordic rim?

In search of social sustainability: Promotion of equity and diversity in Nordic teacher education

Susanne Kreitz-Sandberg
Stockholm University

This presentation will conceptualise on the issue of sustainability more generally and particularly in relation to its social role for providing equity in and through education. The paper frames the discussion within the UN Sustainable Development Goals and their accomplishment in and for educational practice. The purpose is to explore how teacher education can address the role of equity and equality in educational institutions in the context of social sustainable pedagogical processes.

The paper takes an international comparative perspective and presents some Swedish cases in the light of Nordic discussions gender and equity in the field of education and it will specifically touch on the role teacher education can play in this context. Equity, diversity and equality are framed in an intersectional perspective, where gender is understood within the scope of other parameters of inequality as ethnicity, sexual identity, which are also important dimensions of identity.

The paper will analyse specific examples that will be chosen from three teacher education programmes in Sweden, one for pre-school teachers, one for teachers in leisure time centres and one for teachers in adult education. The study builds on ethnographic observations and document analyses of programme curriculums, course of studies, study guidelines and other documents at a Swedish university. These cases are being discussed in the light of other Nordic studies and in with inspirations from a norm-critical theoretical perspective.

The results can elucidate that working with gender and equity can be organised systematically within program studies at university. The results are re-examined in relation to their importance for building social sustainable structures in institutions for education within the education system.

Identifying sustainability indicators in internationalization of higher education: Comparing national policy strategies

Meeri Hellsten
Stockholm University

Yuto Kitamura
University of Tokyo

The second decade of the new millennium saw international higher education (IHE) enter its 'mid-life' trajectory. The period which had for decades been marked by global internationalization of the higher education sector corresponded in 2015 with the launch of the seventeen UN Sustainable Development Goals, of which Goal 4 targets high quality education. Concurrently, the field of comparative and international education research on IHE entered a phase of critical retrospective about past achievements and future challenges. A number of significant scholarly initiatives mobilised to manifest regeneration, renewal and re-articulation of the IHE sector. It spawned a flurry of activity within and across global professional academic networks.

A shared concern raised by such initiatives advocate 'holistification' of the IHE field which, in its 'mid-life stage' was facing criticism of being structurally flawed and operationally fragmented compromising the university's societal function as a common good (Marginson, 2016). Has the mid-life cycle of the IHE system entrenched itself in 'troubled waters' of complexity? The community of international scholars have found themselves unreconciled within the conflicting 'competition and collaboration' imperatives driving the sector causing ever escalating strain on: working conditions; the encroaching complexity antagonising theoretical, research and teaching issues; and a lack of cohesive policy infrastructure to sustain a deepening of internationalisation of the University over time.

Consequently, recent research implications demand transformation and reconfiguration of entire higher education systems (Wihlborg & Robson, 2017). It raises the question of what lessons might be learned from comparability across different HE systems? What if any, country-specific structural conditions might influence IHE development? How comparatively stable are such patterns, that is, are they sustainable in both thought and enactment, visibility and performance, moving from the imagined to the authentic (Meyer, 2010) in policy directionality? Can these conditions be indicative of enhancing better quality of IHE in relation to sustainability?

In order to shed light on these issues, the current study draws on world society theory (Meyer, 2010) and focuses on the case of IHE reform. An example is drawn from a country holding the highest ranking on the SDG Index (2017), in rating economic development, social inclusion, environmental sustainability, and governance. This presentation responds to the current national strategy work on internationalisation policy underway in higher education in the context of typifying the Nordic model. The current policy formulation of internationalizing higher education and in particular the recent Swedish Government Inquiry Remit is weighed against its comparative value across the top rated SGD Index countries of Denmark, Finland and Norway. Indicators are then weighed against IHE in top performing countries on the Global Sustainable Competitiveness Index (2017) outside the Nordic region. Of central interest is a comparative analysis of the social rationales on sustainability as formulated within national policy strategies for internationalization in relation to SDG4 indicators. The paper presents a comparative case study enquiry into how sustainability indicators within IHE reform work may or may not identify typologies that influence their enactment in the transfer from policy to equitable action.

Cross-Thematic Session 4

Time to follow the White Rabbit? The OECD's Happy Schools, Closed Systems, and the Return to Wonderland

This panel provides a 'safe space' for existentially curious CESE members to again contemplate what lies beyond and beneath. In their 1969 classic Toward a Science of Comparative Education, Noah and Eckstein set their proposal for a "scientific" comparative education against Lewis Carroll's Alice's Adventures in Wonderland (1865), prefacing every chapter with a poignant quotation. While bringing a sense of playfulness, the juxtaposition of comparative education's "science" with Alice's "Wonderland" ultimately served to eliminate the latter. Taking this as our point of departure, we wonder what work might have been possible over the intervening five decades if the field had refused the trajectory of certainty espoused by Noah and Eckstein and instead jumped down the Rabbit Hole.

Comparative Education formed as an outgrowth of history in the West. Theory has bloomed -and withered- within the comforting climate of positivism and scientific rationality, while resistant strains that rebel against the Platonic and Judeo-Christian legacy are often defined and framed by their opposition to these traditions. The identity of the field has been characterized by the search for firm ground, and then an attempt to lose that ground. The walls erected for protection against the elements serve their purpose well enough, but also construct barriers between 'us' and 'others', restricting and reifying our horizons. Faithfully tending the Sadlerian garden, tilling soil with scholastic precision, you might wonder, have we left space to indulge our curiosity?

At times, the field appears to be finally inching towards a major paradigm shift, as new excitements over poststructuralism, decoloniality, and indigenous epistemologies attest. At other times, the field appears to be retreating back to the certain comforts of tracking academic achievement, perfecting Western-led "development", and empirically elaborating staid mfk ny67ym,theoretical paradigms. Pushing the field towards the Precipice are recent trends in the wider social sciences, a diversifying academy, and personal biographies, all undergirded by curiosity, boredom, and unanswered questions. Pulling the field back from the Limit are the prestige of prefab paradigms, fealty to friends in the field, and exorbitant incentives to uphold the status quo, all underpinned by insecurity, fear, and deeper questions enduring but best left forgotten.

While comparativists remain enamored with analyzing external structures and attributing causality to the world 'out there', one hidden dimension to the field's failure to transition to new paradigms is the nature of self that contemporary comparativists embody.

In following the White Rabbit, we join Alice in not only contemplating taken-for-granted notions of time and space but also the way curiosity and creativity conjoin. Each of the diverse collection of papers is at once fully elaborated, empirically robust, and academically serious, but yet 'grounded' in thought emerging from the experience of the Limit situation; a reporting back by "porous selves" of what lies beyond. If the panel begins with an appeal to follow us down the Rabbit Hole, it ends with a glimpse of the Wonderland that awaits. In doing so, it retains the playfulness of Noah and Eckstein, but decisively remixes it with Nietzschean notes.

Assessment, self & pedagogy: Constructive critique of the OECD's Happy Schools

Jeremy Rappleye
Kyoto University

Facing increasing pressure that PISA focuses too narrowly on student achievement and human/knowledge capital, the OECD has partially shifted its focus to student happiness. In April 2017, the OECD launched its first ever report on students' well-being at a major event in London, with Andreas Schleicher headlining and J.P. Morgan sponsoring. Drawing on self-reported responses to PISA 2015 student questionnaire data, the report examined issues surrounding life satisfaction, schoolwork-related anxiety, motivation, and students' sense of belonging. The report distinguishes between "happy schools" and "unhappy schools", showing that that among students who combined high performance (PISA scores) and life satisfaction, European countries topped the charts: Austria, Germany, Switzerland, Netherlands, Estonia, and – for many, no surprise – Finland.

Meanwhile, students in East Asian countries were depicted as unhappy and without direction in life: Japan, China, Taiwan, Hong Kong, and Korea registered the lowest 'life satisfaction' scores among all participating countries. This reinforced the view that although East Asia may lead international achievement, they are hardly a place to learn from: youth there live a life of misery, dogged by examination hell, late night cram schools, and tradition-bound, inflexible teachers.

This paper examines the problems with the OECD's recent turn to happiness. Specifically, it focuses on the measuring stick the OECD utilizes to determine life satisfaction, showing that the metric is heavily imbued with Western preconceptions, specifically the emphasis on self-efficacy, self-esteem, and individual achievement. It points out that for decades psychological studies have demonstrated that East Asia populations score significantly lower in mean happiness on these Western metrics (Deiner & Diener, 1995; Kitayama et al. 2009; Veenhoven, 2010, see also Markus & Kitayama, 1991).

The OECD remains not simply unaware of this but eager to draw policy recommendations from the 'data', recommending, for example, that the world develop Happy Schools where students "develop a sense of control over their future" (Schleicher, 2017). We point out that rather than objectively measuring empirical reality, the OECD's metrics themselves actively create the illusion of unhappiness in East Asia; the unexamined horizon itself underpins the closed conceptual system.

The analysis then pushes deeper, shifting to the definition of subjectivity (self) that underpin the OECD's psychological metrics. To do so, it focuses on the OECD's Definition and Selection of Competencies Project Final Report (2003), showing that the OECD places an overwhelming emphasis on individuals "acting autonomously" and subscribes to the belief that "need to develop independently an identity and to make choices, rather than just follow the crowd." The OECD further suggests "individuals need to create a personal

identity in order to give their lives meaning." But these definitions of subjectivity (self) stand in marked contrast to the pedagogical messages and practices of many schools in East Asia. At the root of this disagreement over self and schooling is also a deep philosophical divergence on nature of well-being itself: does one find it through independence or interdependence? Moreover, which pedagogical practices foster one form or the other?

Attempting to keep the critique constructive, the last part of the presentation shifts to suggest that the OECD may consider using an alternative metric of happiness, one recently developed by Japanese researchers: the Interdependent Happiness Scale (Hitokoto & Uchida, 2015). Reanalyzing the data for select countries, it shows that on this alternative measure, East Asian countries combine high performance and "happiness". This Other view potentially leads to vastly different policy implications. It also delivers an-Other perspective on pedagogy. If one could deliver both high performance and interdependent happiness why not attempt to do so? And if interdependent happiness becomes the goal, what ways must our common sense assumptions about pedagogical practice also be reconstructed?

In the end, when we look at our rapidly fracturing socio-political world and a world of finite resources, is the current horizon sufficient? As the OECD's shift to Happy Schools inevitably gains increasing momentum in coming years, will we remain unaware of different approaches? Will we pause to understand how policy and pedagogy fosters one form over the other? In the context of this panel, what new paradigms become visible when we escape the closed systems offered to us by the OECD and begin to Wonder once again?

Metrics and the metaxy: Moving from closed systems to open horizons in comparative education

Euan Auld
Education University of Hong Kong

This paper reflects on the field's tendency to construct and defend closed systems, traces the far-reaching origins of this tendency, and proposes a way open rather than constrict horizons, revitalising our capacity to wonder.

The paper initially focuses on the development and uptake of global metrics, specifically PISA data (and PISA-D), and the individuals and organisations that use this data to develop evidence of 'what works' to promote education reform. It argues that the practice of transposing comparative datasets onto disparate societies - as global indicators of progress - results in the construction of a second reality, manifesting in the form of a closed conceptual system that supports an ideological vision. These systems allow researchers to develop a sophisticated language of control, and therefore a basis for action on the world, but obscure crucial segments of reality. Moreover, the analysis identifies a peculiar dissonance, whereby informed researchers express awareness of the deficiencies of their representations, and the impossibility of their ambition, and yet contrive to obfuscate these issues and to prohibit questioning.

'Why do they refuse to apperceive what they apperceive quite well.' And, 'Why do they expressly prohibit anybody to ask questions concerning the sectors of reality they have excluded from their personal horizon?' (Voeglin, 1978).

Departing from mainstream analyses, the paper draws on theories from philosophical anthropology to argue that this phenomenon must have existential roots far deeper than the debate being conducted on the surface level. The perspective is pursued by first mapping the storyline that characterises contemporary governance in the UK and US, and which is pushed out through international development projects, searching for the historical-cultural origins of the storyline, and identifying the religious symbolism that underlies it. This process of meaning-making is interpreted as a cultural response to the in-between nature of the metaxy, in which human experience is characterized by the awareness of its participation in reality (the cosmos), but is fundamentally unable to grasp the nature of that reality of which it is a part. This lapse into closed systems reflects a search for the ground, and a preference for certain untruth over the mystery of existence. It results in the denial of any reality outside the system, and of other ways of knowing and being.

Recognising that the dominant strands within the field have common cultural origins, the paper then brings the analysis 'back home', analysing three influential schools within the field that are ordinarily considered distinct, and demonstrating how they exhibit the same patterns of reasoning, before examining the significant practical implications more directly. These closed systems are both indicative and productive of the closed minds with which we all-too-often approach inquiry, provoking reflection on horizons of consciousness and how we might re-open and expand them. The paper therefore closes by considering how a reflective process of anamnesis may be combined with comparative enquiry to help keep horizons open and ever-changing, rather than allowing them to solidify and settle into the belief that we have brought the world into a comprehensible system, one which has a universal goal, and which is ours to master and control. It is to leap into the rabbit hole, to glimpse outside the system, or perhaps what lies unseen within.

Toward a wonderland of comparative education

Iveta Silova
Arizona State University

Following the publication of the seminal book "Toward the Science of Comparative Education" (Noah & Eckstein, 1969), research in comparative and international education has set off on an increasingly narrow Western research imaginary, claiming a universality for Western knowledge and striving for scientific rationality and practical application of all research. Juxtaposing the 'science' of comparative education to Carroll Lewis' "Alice in Wonderland," such comparative education has been preoccupied with following the (Western) modernist routes towards predetermined destinations

(e.g., EFA, MDGs, SDGs), while relegating the mythic, magic, and spiritual domains of learning — and being — to our collective pasts, personal childhood memories, or imaginations, and worst yet, attempted to expel them beyond the boundaries of the field altogether.

Yet, some comparative education scholars have been wandering off the beaten paths and down the rabbit holes to explore comparative education's "Wonderland." Like Alice, they tend to see modern mass schooling, with its emphasis on obedience, control, and competition, as either meaningless or perhaps even dangerous. They perceive (and often experience) the long-established boundaries — between space and time, nature and culture, order and chaos, animal and human, myth and reality, self and other — continually being dissipated. And they courageously cross these boundaries as they rethink comparative education's fundamental "units of analysis," while learning to understand self and other in new ways.

Amidst all of the hype about education progress, scientific rigor, league tables, and "best practices," how do we bring into focus a comparative education that embraces mythology, magic, and spirituality? How do we reorient and attune ourselves toward a Wonder(land), rather than Toward a Science of Comparative Education exclusively? While these questions could be addressed from many different angles, reflecting the diversity of spiritual traditions, worldviews, and epistemologies, the goal is to open a space for multiple ways of making sense of the world, thus relativizing science as just one myth among many. This presentation enters the conversation by bringing forth pagan spiritual values, knowledge, and traditions as practiced in one of the Eastern European countries. Having survived the centuries of Christian crusades and decades of socialist atheism, paganism has nevertheless remained mostly invisible in the light of reason, logic, and rationality associated with the European (and later socialist) modernity project. Yet, if we only refocus our gaze and attune ourselves to it, we can see that the pagan gods and goddesses are alive in cultural (and educational) practices, mythological consciousness reveals itself in children's literature through folk stories and fairytales, and spirituality continues to unfold in people's daily lives through ordinary, everyday activities. Based on the analysis of early literacy textbooks and children's literature published during the presocialist, socialist, and postsocialist periods in Latvia, this presentation will attempt to bring these mythical and spiritual domains more clearly into focus, disrupting the before/after chronological and spatial frameworks of modernity and neoliberal globalization associated with it and thus opening a space for (re)imagining education and childhood beyond the Western horizon. The findings reveal that the narratives about education and childhood have become increasingly more complex and layered over time, reflecting the changing political and ideological regimes. Yet, they have consistently preserved the ancient rhythms and patterns of existence, where nature-culture connections remain strong in the face of modernization (and globalization) and where traditional cyclical time continues to unfold alongside the idea of irreversible linear time. Here, the past, present, and future seem to exist almost simultaneously, erasing the traditional distinctions of space/time and undoing anthropocentric ordering of humans/nature. Similar to children's literature in other parts of the world — from Scandinavia, North America, Western and Eastern Europe, Southern Africa, and Australia — cyclical time constantly interrupts and integrates with linear temporalities through the enactment of rituals, rites, and repetitions of primordial acts (Nikolajeva, 2000). More broadly, we also become aware of alternative understandings of education and childhood — the ones that are neither 'timed' based on biological and psychological growth (Tesar, 2016, Tesar & Koro-Ljunberg, 2015) nor measured against the Western standards of national development (Millei et al., 2017).

In such comparative education, the established boundaries — between space and time, passion and reason, adult and child, animal and human, self and other — dissolve as swiftly and easily as the smiling Cheshire-Cat in Alice's Adventures in Wonderland. And then we are left with Alice and her greatest puzzle, "Who in the world am I?", delving deep into conversations that explore universal existential questions — comparatively.

The comparative education soul: Celebrating Andreas Kazamias on his 90th birthday

This session is organized in celebration of Andreas Kazamias' 90th birthday and is accompanied by the launch of the special issue of "European Education" published in his honor. Professor Kazamias has been an active member of Comparative Education Society of Europe (CESE) since its establishment in 1961, served as the 13th President of the Comparative and International Education Society (CIES), and worked as the editor of Comparative Education Review (CER) from 1971-78. The panel will highlight the distinctive features of Andreas Kazamias's academic work, his persistent efforts to forge a humanistically rich and philosophically engaged comparative education, and his influence on different generations of comparative education scholars across the world. Focusing on the main themes of Professor Kazamias' scholarly work, the papers in this panel will reflect on what it means to be a philosopher-historian-comparative educationist today, what challenges and opportunities the "paideia of the soul" brings to comparative and international education in the context of an increasing demand for the "knowledge society," and how to advance a scholarly conversation about "comparative pedagogy" that lies at the heart of comparative education. The participants of this session — each of whom has a personal and intellectual relationship with Andreas Kazamias — will also take up the general questions of what kinds of historical, philosophical, and pedagogical thinking comparative education needs now. The session will include short introductory remarks by the panel co-chairs and three paper presentations, followed by a commentary from Professor Andreas Kazamias and closing remarks by Professor Stephen Carney.

Searching for comparative education's soul: An Owl's journey across time and space

Iveta Silova
Arizona State University

Andreas Kazamias frequently positions himself to a variety of characters from Greek mythology and history, ranging from Prometheus, the Titan God of Forethought, to Socrates, the unrelenting gadfly that interferes with the status quo of a society. But for me, Andreas Kazamias is Athena's Owl, helping us see that which others could not see, or perhaps were simply not willing to see. Reflecting on the field's trajectory in the second half of the twentieth century - whereby comparative education moved from historical andhumanist episteme to an essentially a-historicalandnon-humanistsocial science today - Kazamias has argued that "comparative education has lost its soul." This presentation takes the readers on an Owl's journey across time and space in search for comparative education "soul," briefly encountering a Goddess in Greek mythology, a witch in medieval Europe, Alice in wonderland, and Donna Haraway in the Chthulucene.

What's this about being an historian?

Robert Cowen
UCL Institute of Education

When I was a student I read just about everything Andreas Kazamias had written (in English). And I remember that the first time I met him, in a street in Geneva maybe, he told me off at great length, much to the glee of Brian Holmes. Andreas Kazmias told me off because I had called him a philosopher in an article I published. (He said something in the street about being an historian, I think, but I was not listening very hard).
Now that I am a retired academic, I have read just about everything that Andreas Kazamias has written (in English). He is a philosopher. His interest in models of 'the educated man' has been revisited through what he calls the paideia of the soul. However, he also is extremely enthusiastic about history as a way to do comparative education. And it is his birthday.
(Again?)

Thus I will address the following propositions:

- comparative educationists are just as muddled as historians – but comparative educationists are muddled about and fixated on 'context' and historians are muddled about and fixated on 'the archive';
- comparative educationists are as enthusiastic as historians about writing interminable narratives which describe things and are even more averse to doing theory work than historians; and
- comparative educationists, given their professional relativism, are even more nervous about making moral judgements than historians.

Which is why, these days, Andreas Kazamias is a very necessary philosopher-historian-comparative educationist.

The possibilities and potential of transnational history: A response to Kazamias' call for historical research

Marianne A. Larsen
Western University

Many, including Andreas Kazamais (1963, 1966, 1968, 2001, 2009), have made a case for infusing a deeper historical perspective into the field of comparative education (Cowen, 2002, 2018; Larsen, 2009; Nóvoa & Yariv-Mahal, 2003; Sweeting, 2005). Nóvoa and Yariv-Mashal (2003), for example, call for an "understanding of history that enables us to understand the problems of the present through an analysis of the way they have been and are constituted throughout the past and present, enabling a constitution of the future" (p. 436). And more recently, Cowen (2018) has called for "revisionist thinking about the significance of history for a comparative education that aspires to be more than pragmatic" (p. 32). Many of these authors promote the historical dimension within comparative education. However, I part ways with them, arguing that comparison is no longer an adequate methodological tool to problematize our educational past, present, and future.
In this presentation, I provide a brief background on Kazamias' work on comparative histories of education, as well as histories of comparative education. His work and advocacy on behalf of the historical in comparative education has provided the stimulus for my thinking. I then turn to the methodological tool of comparison. I map out the problematics of comparison, especially for educational research in our contemporary age, and also note the limitations of transfer research. Next, I introduce transnational history as means by which to 'reinvent the historical' for the study of education. By the transnational, I mean movements of people, processes, objects, ideas, technologies and institutions across national boundaries, and the connections and links enabled through such flows. The overall argument I advance is that the logics of transnational history differ markedly from the logics of comparison and transfer. I suggest that we shift beyond the comparative to consider historical links, flows, and connections across national boundaries in the past, which speak to and arise from the historian's present. Thus, my argument is in favor of educational histories of the present, informed by transnational approaches of the past, not as a complement or bridge to comparative methodologies, but as a replacement of them.

Reflections on "Paideia of the Soul"

Nelly P. Stromquist
University of Maryland

I feel very fortunate to be able to participate in this panel honoring Prof. Andreas Kazamias, thoughtfully organized by Prof. Iveta Silova. I was not a student of Prof. Kazamias but he was, nonetheless, one of my enduring teachers. His research and academic presentations brought me into contact with a clear, passionate educator who was extremely concerned with the fostering of a mind able to think deeply and to further the development of the person as a living being with "a soul." I benefited enormously from his wisdom, primarily through his interventions at the annual meetings of the Comparative and International Education Society. His invocation of "paideia of the soul" at first sounded to me as quite exotic. But through his energetic voice as he repeated the term and elaborated on it through his talks and writings, I discovered a veritable wealth of ideas and wisdom.
Today, one of the most common expressions today is "knowledge society," as we are everywhere reminded that education must prepare students for this new world. "Knowledge society," however, is often coupled in governmental discourse as well as in the mainstream media with "the need to prepare individuals for the labor market" that such a society demands. Not only then is the avowed purpose considerably narrow, but, on closer inspection, the term is a misnomer inasmuch as it does not refer to knowledge of the humanities and the arts. The humanities are essential to a better understanding of the world around us and we need to make sure they are always active in our lives and knowledge. In this brief presentation to honor the contributions of Prof. Kazamias I proceed in three parts: I reflect on our current times of technological creation; link this to the prevailing discourse on the "knowledge society" and the policies it has engendered; and revisit the role of the university in enabling critical thinking. I conclude by raising the challenges that "paideia of the soul" brings to comparative and international education.

Andreas Kazamias: Socratic gadfly of comparative education

Maria Manzon
The Education University of Hong Kong

This is a tribute to Andreas Kazamias, the Greek comparativist, for his inspiring legacy to the thinking and writing of comparative education. The presentation captures several encounters between Andreas Kazamias and Maria Manzon and their discussions about different, yet intersecting histories of comparative education, which each of them has written.

Cross-Thematic Session 6

Exploring gendered patterns of Higher Education participation and success in STEM and beyond: initial findings from the network 'Examining Gender in Higher Education (EGHE)'

This panel presents some initial findings from two scoping exercises of current literature/ research currently being conducted by members of the Examining Gender in Higher Education (EGHE) network, in relation to issues affecting women's participation and success in HE in network members' countries in the UK and Sub-Saharan Africa, including a focus on supporting girls' and women's interest in applying for and succeeding in STEM subjects at HE level. Funded by a grant from the UK's Economic and Social Research Council, the network involves a collaborative partnership between academic and activist colleagues with interdisciplinary expertise based in Rwanda, Uganda, The Gambia, Scotland, and the pan-African Forum for African Women Educationalists (FAWE).

In this paper we outline some initial themes that have emerged in the literature in relation to our scoping exercises, and similarities and differences in relation to gendered patterns of HE participation and success in our countries of focus. In particular, we will be discussing how our knowledge of students' experience once they have gained entry into university, and factors that may facilitate or hinder progression and achievement, is under-researched, particularly in Sub-Saharan Africa. As well as a concern with access and subject choice – women's participation in STEM subjects, it is crucial to explore issues relating to gender more broadly in academic curricula, policy and pedagogical practice, as well as potential inequalities of lived experience of students and staff. It is vital, therefore, to explore in depth the complexities of academic culture, policy and practice in HE and the experience of staff and students, in order to effectively challenge existing inequities based on gender and other aspects of social identity/ positioning.

Taking a social constructionist perspective on gender and academic cultures and practices, we will also be discussing issues relating to differences amongst female students in HE across the different countries (e.g. in terms of age/maturity and socio-economic background); noting some of the strategies that have been suggested and utilised across the different countries; and in particular how gender-responsive pedagogies and practices such as those developed by FAWE and the University of Rwanda at primary and secondary level may be adapted and utilised at HE level.

Cross-Thematic Session 7

From matter of fact to matter of concern - context in comparative education research.

Context holds a significant place mediating the conceptual and the empirical in comparative and international education. As most researchers in the field we are used to hearing the demand to "place things into their wider context(s)". Thus, "context" has been a crucial method of inquiry in comparative education, echoing other disciplines, such as anthropology (Morita 2014). Patricia Broadfoot (1999, 225–226) argued some time ago that "[E]ducation can only be fully understood in terms of the context in which it is taking place. . . .

The unique contribution of comparative studies is that of providing for a more systematic and theorized understanding of the relationship between context and process, structure and action". One trouble with this notion is that it is impossible to know when enough context has been described to understand the meaning of the object of study (Nespor 2002). Second and more important, the understanding of context in comparative education is often embedded in realist, essentialist ontologies that assume both a separation between the objects of research and their contexts, and a pre-existence of context as a reality waiting to be re-presented and given explanatory power. Third, the "doing" of context has been usually relegated to the detached analyst, ignoring the question of how different actors act as context-makers in their everyday personal and professional lives, and how this work both weaves into the practices of research and could become a focus of research in its own right. Our panel seeks to destabilize the notion of context as "neatly packaged matter-of-fact cubes" and discusses analytical ways through which we could move in the direction of imagining and working with contexts "as a confluence of practices and objects coming together and never permanently stabilizing" (Sobe & Kowalczyk, 2014). Building on poststructuralist, materialist, spatial and decolonial sensibilities, the panelists show that invoking context is performative and non-innocent. Moreover, they work with(in) the messiness and relationality of contexts producing and produced in research, and the ways in which multiple contexts jostle against, and interfere with, one another (Asdal and Moser 2012). Foregrounding continuing importance of context for sociological and comparative inquiry, the panelists approach context as an issue of connections found in the field as well as a way the researcher contextualizes the object of study (Dilley 1999). Finally, the timeliness of the debate is accentuated by particular developments in societies and education systems, including the rise of research methods and political technologies that imagine context in terms of measurable, binary variables (e.g. ILSAs), or deny context altogether (as many streams of automatically generated Big Data).

Context, entanglement and relationality

Noah W. Sobe
Loyola University Chicago

The comparative education researcher who takes context as a "matter of concern" is not interested in the traditional object of study contained within a context, but rather examines the relationality between objects and contexts: how they come to be intelligible and conjoined, and to what effect(s). This approach raises to the surface the question of what makes it possible for us to see objects as objects – particularly as problems to be studied. Many researchers have turned to notions of entanglement and assemblage to move beyond the limitations of transfer and comparison paradigms, and to put interaction, intersections and inter-crossing at the center of the analysis. This brinsg up renewed attention to attention to reflexivity and the implication of the researcher in both stabilizing and challenging contexts. This paper explores these multi-directional relationalities with the goal of bringing more, careful attention to the ways that "context" infuses comparative education scholarship.

From contextualization to contexting: Navigating context with actor-network theory

Nelli Piattoeva
University of Tampere

This paper proposes that a productive way to think about context is to deploy Actor-Network Theory's (ANT) sensibilities towards the relationality and flatness of actor-networks. As Law (2004, 22) argues, there are "no natural, pregiven boundaries. Instead there is blurring. Everything is connected and contained within everything else. There are, indeed, no limits." The distinction – the boundaries – between e.g. the phenomenon and its context, are precarious achievements that actors labour for various reasons and through diverse means. Moreover, according to ANT, despite the fact that much work is invested into demarcating science from politics, science and politics share the goal of enrolling actors in order to convince and wield influence, and can be investigated symmetrically with same analytical sensibilities. Thus actors – researchers, policy-makers, and others - employ contextualization to put themselves in the position of spokespersons of pre-given realities by employing holistic images of contexts. In this presentation I capitalize on the notion of contexting introduced by (Asdal and Moser 2012) to explore contextualization as a resource employed to modify interests (Latour 2005 [1999]). I explore how actors and contexts mutually constitute each other, how actors negotiate their ways through one another's world-building activity, and how policymaking entails and produces contextual relations (see Nespor 2002).

Practices, connections and boundaries: Destabilizing the notion of context through alternative spatial metaphors

Jason Beech
University of San Andrés

The aim of this paper is to destabilize the ways in which the notion of context is used in comparative education research, by exploring the use of alternative spatial metaphors to analyze educational practices, connections and boundaries. The paper starts with a critique of what could be labelled as established

approaches to context in comparative education: the problem of seeing context as a preexistent stable entity that lineally affects educational practice; the problem of context as a category that is territorially defined; and finally, the use of the notion of context as an implicit strategy to domesticate complexity.

Based on relational notions of space and the concept of assemblage from Actor Network Theory (ANT), I then offer an alternative approach to analyze the ways in which educational practices are constituted through assemblages of people, material objects and discourses. From this perspective space is not a predefined entity (a context) that affects practices. Space is constituted by a series of coexisting unstable and dynamic networks. Space is an effect of social practices and its sociomaterial arrangements. Theoretically and methodologically this shift implies that the researcher does not start from "the universal" (such as the notion of globalization or the mandates of the knowledge economy) to see how it affects "the particular". Based on the metaphor of the Actor Network (Latour, 1996) the points of departure are localized practices, and the task of the researcher is to reconstruct the connections that constitute the assemblages that produce those practices. The network as a spatial metaphor helps to avoid partitioning social practices into a priory - mostly binary – categories that establish a predefined social order into which the researched practices have to be sorted. Thinking in terms of networks from a relational ontology implies re-conceptualizing distance, scale, and boundaries. Distance becomes dissolved in networks, and so is the binary far/close. Distinctions such as macro/micro and global/local, and binaries based on predefined boundaries such as inside/outside or text/context make no sense. What matters is connections, their strength and stability and their effects.

Finally, in an effort to avoid a purely abstract discussion, I will provide some examples of how I used this kind of approach to analyze and compare the enactment of the Diploma Programme of the International Baccalaureate in public schools in Costa Rica, Peru and Argentina.

The aim of this symposium is to examine the interplay between intercultural education policy and practice through the case of Cyprus, as a lens through which to explore how pressing social phenomena pertaining to issues of social inclusion and equality manifest themselves in schools and how these are dealt with at both the macro- and the micro-level of formal education. At the southern eastern corner of the EU, Cyprus is a country with a fairly recent history of import migration and a much longer history of export migration. As such, it makes an interesting case of state adaptation to shifting social landscapes as evidenced by a series of policies and practices which the Republic of Cyprus has introduced over the course of the last decade to respond to increasing cultural diversity in public schools (e.g. the antiracist education policy outlined by the Code of Conduct against Racism and Guide for Management and Recording Racists Incidents, the introduction of Health Education as a subject-matter in which issues of cultural diversity are explored for the first time in the official curriculum, institutionalized support for the teaching of Greek as a second language, the introduction of school-based programs for educational inclusion through DRASE). The papers comprising this symposium seek to contribute to discussions about the often-times unproblematized relationship between intercultural policy and practice by closely examining the formation and implementation of various recent education policies and practices in Cyprus that have been formulated as a result of macro-level influences stemming from EU guidelines or directives, as a transfer of educational policies developed and tested elsewhere or in interaction with particularities of the local social and political context.

Examining the macro-level: Intercultural education policy in Cyprus

Evgenia Partasi
Neapolis University Paphos

The aim of this paper is to provide an insight into the way intercultural education policy has developed in Cyprus over the last decades. As Cyprus, a traditionally emigrant country, rapidly transformed into an immigration country in just a few years, the impact on education was accordingly evident. The increasingly diverse student population imposed new challenges and dilemmas in the island's traditionally monocultural and ethnocentric education system. The education system of Cyprus was unprepared and, in many cases, has been reluctant in responding to the needs of its increased diverse student population.

This paper focuses on the intercultural education policy by presenting the way it as developed and delivered to the schools and teachers through the policy documents produced by the Ministry of Education and Culture. Moreover, an attempt is being made to examine the influence and interaction of EU guidelines and specifically the European Commission Against Racism and Intolerance (ECRI) reports on Cyprus, and the particularities of the local social and political context.

From macro- to meso- and micro-level: Empowering teachers in moving from policy to practice in the Cyprus intercultural learning context

Despo Kyprianou, Elena Papamichael & Pavlina Hadjitheodoulou-Loizidou
Cyprus Pedagogical Institute

In an attempt to examine the interplay between intercultural education policy and practice in the Cypriot educational system during the last five years, this presentation presents and critically discusses two recent policies of the Ministry of Education and Culture (MOEC) and how these are implemented into practice by the Cyprus Pedagogical Institute (CPI), a department of the MOEC. The CPI presides the Interdepartmental Committee For the Integration of Pupils with Migrant Background to The Cyprus Educational System, which oversees actions across all levels of education for the integration of students with migrant background, including the implementation of the antiracist policy "Code of Conduct against Racism and Guide for Managing and Recording Racist Incidents" and the policy for the smooth Integration of Pupils with Migrant Background to The Cyprus Educational System/ institutionalized support for Teaching Greek as a Second Language. Qualitative and quantitative data representing teachers' perspectives are also presented and discussed in order to reflect on how these two examples of educational policies at the macro-level, have been transformed into every day practice.

In relation to the antiracist policy, quantitative data collected through the recording system of racist incidents as well as empirical data that arises during training seminars with teachers reveal the complexities and inefficiencies that characterize the process of the policy implementation into practice. It appears that structural and individual factors come into play, contradicting or complementing each other and creating either dead ends or creative and open spaces for the development of antiracist culture in schools. As for the Program of Teaching Greek as a Second Language, quantitative data collected through questionnaires, that were delivered to primary and secondary education teachers, in order to study their needs on the domain, and their satisfaction on the implementation of the program.

An effort is made to answer questions such as "How does the intercultural education policy, at the macro-level, become educational practice at the meso-level of the school and the micro-level of the teacher-student interaction in the classroom (NESSE, 2008)?" "How is it perceived by teachers in Cyprus, and how are issues of social inclusion, equality and achievement dealt with at both the meso- and the micro-level of education?" "What are the problematic and dynamic dimensions that can be identified in shifts in formation and implementation of education policies and practices in the Cyprus educational context?"

Cross-Thematic Session 8

Intercultural education policy and practice: Interplay, comparison and contrast in the case of Cyprus

A look through the keyhole: Teaching Greek as a Second Language through the experiences of GSL learners at a Greek Cypriot school

Stavroula Kontovourki
University of Cyprus

Eleni Theodorou
European University Cyprus

This paper reports findings from a project sought to examine immigrant students' lived experience as it unfolded in classes of Greek a Second Language (GSL). Qualitative methods of inquiry were employed such as ethnographic observations of sessions in GSL at a suburban public primary school, interviews with educators teaching GSL and immigrant students, and collection of official documentation and teaching material, all carried out in 2013.

The data presented in this paper mainly draw on observations of GSL sessions and interviews with children who participated in the Program of Teaching GSL providing a close-up of the GSL experience from the perspective of the immigrant children themselves with the aim of juxtaposing the lived experience of the target population with the respective policy aims. Analysis of the ethnographic data has shown that children in the GSL class were often positioned as deficient learners. Still, the GSL class was consistently described by children as a shared, meaningful space in which children developed close relationships with their teachers and peers. Such relationships were also complex as they were often marked by power dynamics related to differential peer social and linguistic status. The GSL learners' lived experience is contrasted with the official policy on Teaching GSL as part of a critical interrogation of the relationship between intercultural policy and practice attempted at this symposium.

Cross-Thematic Session 9

Learner Centred Education (LCE) as a means for social change in adult education programmes for migrants in four European countries

The idea for the proposed thematically-focused panel is based on a research project that we are currently participating and aims to explore the extent to which Learner Centred Education (LCE) is used as a tool for social change in adult education (AE) programmes for migrants in four European countries: Cyprus, Scotland, Malta and Estonia. International agencies, national governments and local innovators promote LCE within a rights framework and make LCE a part of their definitions of quality education (Schweisfurth, 2013). All learners can benefit from LCE in improved processes and outcomes and it can also be used as a foundation for the building of democratic citizens and societies, suitable for economies of the future (Schweisfurth, 2013). At the same time, there is a growing realization that we are deprived of research in the area of Adult Education investigating in what ways LCE is being enacted and implemented, while no comparative research has been done on the extent to which LCE is used in adult education as a tool for social change across different contexts.

In the light of the above, our study explores the extent of which LCE is a sound choice for policy and practice in the four countries under scrutiny - two countries from Northern Europe and two from the South - in bringing out social change. In doing so, it draws on Schweisfurth's (2013) theoretical framework on LCE that identifies three justificatory narratives to promote LCE: the cognitive, the emancipation and the preparation narrative. The study gives voice to the experiences and perceptions of adult learners, their educators and policy makers involved in AE programmes in the four European countries. It seeks to address the following research context:

1. Are the adult education programmes engaging to migrants and motivating them to learn? To what extent and in what way/s?

2. To what extent are learning challenges in the adult education programmes building on migrants' existing knowledge?

5. To what extent is the curriculum relevant to migrants' lives and perceived future needs, in a language accessible to them and based on skills and attitude outcomes, as well as content?

6. To what extent does assessment follow up these principles by testing skills and by allowing for individual differences, rather than being purely content-driven or success-based only on rote learning?

The proposed thematically-focused panel will be structured around two papers: the first offers a comparative analysis of the policy context and provision for adult education for migrants in the four countries, based on the cartographies completed. The second paper offers a comparative analysis of research findings addressing the above mentioned research questions. Members of the project team will participate in the conference and jointly present the above.

Northern-Southern European policies and provisions for adult migrants: Cyprus, Malta, Scotland, Estonia

Maria Gravani & Pavlos Chatzopoulos
Open University of Cyprus

Bonnie Slade & Nicola Dickson
University of Glasgow

Larissa Jogi & Katrin Karu
Tallinn University

Peter Mayo & Maria Brown
University of Malta

This paper offers a comparative analysis of the policy context and provision for adult education for migrants in the four countries, Cyprus, Malta, Scotland and Estonia - two countries from Northern Europe and two from Southern. All four countries they are accepting migrants, Malta and Cyprus mainly from the South, and Estonia and Scotland mainly from the North. Also southern countries share same the history, as being ex British colonies, same climate, landscapes and same way of life. The northern countries likewise share similarities in climate, rhythms of life. This paper is written with a view to explore commonalities and complexities in adult education policies and provisions in the above countries.

In doing so, the discussion is structured around the political and legal context on migration and adult education, the educational context, in terms of human resources, curriculum and assessment and adult education programmes for migrants, in the four countries. In particular, the following questions are used to guide the exploration: how are the main subjectivities (migrants / refugees, asylum seekers, expats) involved in migratory flows, defined in the laws and other policy documents of the above countries? Are these categories visible in the context of official texts on educational policy? Are these categories targeted by education policies and/or other pilot initiatives? Are migrants targeted by policies on Adult Education in the state concerned? Is Learner Centred Education (LCE) part included as a pedagogical approach in existing policies on AE or on Education, in general in these countries? Are there any special provisions for migrants, in terms of curriculum and/or qualification in the four countries?

Learner Centred Education (LCE) as a means for social change in adult education programmes for migrants in four European countries

Comparing programmes for adult migrants in four European countries: to what extent are being informed by the learner-centred education (LCE) paradigm?

Maria Gravani & Eleni Papaioannou
Open University of Cyprus

Bonnie Slade & Nicola Dickson
University of Glasgow

Larissa Jogi & Katrin Karu
Tallinn University

Peter Mayo & Maria Brown
University of Malta

This paper offers a comparative analysis of four language programmes for migrants in the European countries investigated: Cyprus, Malta, Glasgow and Estonia. The programmes are the following: a Greek language programme for adult migrants at an adult education centre in Larnaca; an ESOL (English language) programme for migrants at the Govanhill Community Development Trust, a subsidiary of the Glasgow Housing Association; an Estonian language programme in Tallinn; and, an English and Maltese as a Foreign Language programme in Valleta, Malta. In the above contexts from April to June 2017 we have conducted a phenomenological qualitative case study investigation aiming to critically explore the extent to which they have been informed by the learner-centred education (LCE) paradigm, as opposed to the traditional teacher-centred delivery model; and if yes, then has social change been attained? Semi-structured interviews with 1 adult educator, 1 policy maker and four adult learners, as well as classroom observations of two teaching periods were conducted at each of the above contexts/programmes in each participant country. Schweisfurth's (2013, p.20) definition and conceptualization of LCE was adopted in the study, and the four elements that she identifies as comprising LCE practice, namely: technique, relationship, motivation, epistemology, are used as a heuristic to guide data collection and analysis. Data analysis in each of the four countries went through data reduction, data display and thematic interpretation. After data were placed in order, they were examined and themes associated to the aforementioned four elements of the heuristic were identified. This was the process of coding data, sorting data, according to the commonalities that they share, into categories, as 'putting things in drawers'. The themes were contextualized by being placed in correspondence to the literature. The final accounts were illustrated through the employment of the most telling pieces of data, evoking the original words of the participants. The paper explains how the cross case analysis of the data focused on emerging commonalities and complexities. These will be critically discussed in relation to the literature and the context within which they will appear. Practical and theoretical implications of the study will be discussed.

A critical analysis of discursive structures of an online forum according to a communicative model

Louise Postma
North West University

This paper explores university employees' strategies of interaction in an online forum where perceptions of racism within a larger discourse about transformation are debated and shared. The communicative model of democratic discourse directs the interpretation of an emancipatory discursive interaction. This model discourages normative judgements of other participants which are not informed by a good understanding of social-historical and political contexts. The communicative model enabled me to understand why/how certain instances of interaction allow or inhibit a discourse which holds the potential for emancipation. The findings indicate that those participants who engage in a deliberative demonstration of power, amplify and corroborate the limited understanding of the social-historical contexts of each other. Rationalistic elements in the participants' interactions lead to essentialist reductions of the person. Discursive interactions which indicate an understanding of participants' contexts are marked by a mitigating approach which allows for doubt in the judgements of participants. These mitigating interactions do however not persuade all participants with unemancipatory positions to critically reflect on limiting opinions, attitudes and ways of interaction. I recommend that an online curator who invites participants from diverse contexts might make the discourse more nuanced, create the opportunity to understand multiple realities and facilitate a transformative discussion.

New theories on Management and Marketing in the functioning of educational institutions: efforts at improving the operation and performance

Stamatis Gargalianos
University of Western Macedonia

This essay analyzes the key economic actions that need to be taken to establish and operate a School. The techniques employed in the creation of such spaces and the basic economic issues that govern their establishment and operation are studied. Also are analyzed the methods that need to be followed by a potential private school owner in terms of management, organization and publicity, in order not only to set it up, but also maintain it in sound financial order. A key element of this research is the human, professional or personal relationships that are developed within these spaces, whether spontaneously or planned, as well as actions that help to improve and increase them, in both quantity and quality. We also study the new Managerial and Marketing theories, advanced over the last ten years by world renowned economists, vis-à-vis the prevailing situation in modern private Schools. The main representatives are: Drucker, Montana, Charnov, Armstrong, Sarmaniotis, Bourantas, Tzortzakis, as well as their theories of Total Quality Management, Linear Programming and S.W.A.T. Analysis. The aim is to apply them in these institutions in order to raise their level in terms of organization and education. The ultimate goal is to apply these ideas also to public schools and raise the overall level of education.

CHAT and anatheism going walk-about in search of new (educational) memories for religious hospitality

Ferdinand J Potgieter
North-West University

Making use of post-phenomenology and Rudi Visker's transcultural critique as methodological navigation points, this conceptual paper suggests that the affordances and versatility of Cultural-historical Activity Theory (CHAT) as pedagogic vehicle in the classroom can be managed to illustrate how Anatheism could be used to develop a more nuanced understanding of teachers', educators' and learners' attempts to search for the possibility of a "God after God" in a post-truth society. The justification behind the research that was undertaken for the purpose of this paper, is the observable fact that the international community has progressively taken on a rapidly growing unequal, inequitable and diverse character: we are witnessing simultaneously developing social trends such as increasing dogmatic and confessional fusion between followers of different religious denominations, religious de-traditionalization, secularization (specifically as it relates to "de-churching"), increasing diversity and, in the case of, for example, the Netherlands and Belgium, also religious depillarization. These trends are increasingly challenging the educational aims and supporting pedagogies of current life- and worldview, ethics and philosophy of education programs worldwide. Applying Ricoeur's hermeneutics, the paper explains how it might be possible – after Nietzsche's 1883-argument to pronounce God dead – to return home to a more authentic and credible idea of God. The death of the old, established God(s) has paved the way for a new, responsible, religious-educational way of engaging with, exploring, ascribing meaning to, understanding, teaching and learning how to adopt those phenomena that we might regard as belonging to the realm of the divine. This methodology does not, however, represent a portal to a new religion. It is also not a methodological modification of secularism. As a mode of trans-confessional hospitality, Anatheism offers a kind of roadmap for agnostics who might be doubting the relevance, credibility and feasibility of the God behind their own, personal faith. It is for this reason that the paper suggests that CHAT might be a powerful pedagogic resource. It takes the historical, cultural and socio-economic context of the individual learner into consideration when implementing current life- and worldview, ethics and philosophy education programs worldwide. An anatheist approach supported by CHAT-based pedagogy that allows for taking the holistic context of the learner into consideration holds promise to assist all role-players and stakeholders in proposing solutions to the growing numbers of learners worldwide who are searching for a more authentic and credible idea of God than the one they have been confronted with since birth.

Learning strategies of school students as a factor of educational inequality: The case of Russia

Natalia Chernyshova
National Research University - Higher School of Economics

The presentation discusses students' choice of learning strategies, a crucial educational component of student academic success. Drawing on the case of post-Soviet Russia, this presentation critically re-examines the concept of cultural and economic capital and its role in the success of students' education, depending on their choice of learning strategies. Firstly, I demonstrate how learning strategies differ between school students from families with different cultural capital. Secondly, I investigate whether learning strategies are related to the achievement of students from families with different cultural capital. Finally, I show how students' strategies are adjusted following a self-reflection intervention.
Theoretically, I draw on Weinstein's and Meyer's model of effective learning strategies, including a hierarchy of competencies for successful learning. In also rely on the dynamic self-regulation model of training developed by Zimmermann, which includes metacognitive, motivational and behavioral processes. Finally, drawing on Bourdieu I assume that the learning strategies for students with different cultural capital are different.
The analysis draws on a 2018 experiment conducted with the randomly generated sample of several schools in four Russian regions. The research design combined qualitative and quantitative tools. The obligatory condition for students from the experimental consisted of keeping a bi-weekly "diary of life" describing daily events, actions and emotions, both stressful and positive. In addition, twice a week the students were offered a small questionnaire on the same issues. The content of the diaries was analyzed and compared with the data from the questionnaires and both were contrasted against the learning strategies of each student. A regression analysis was carried out to identify the most successful strategies of learning and to determine the correlation between the choice of strategy and the cultural capital of family. In addition, a comparison of students' academic progress in both the control and experimental groups allowed to evaluate the effectiveness of self-reflection in the form of diary.
The analysis releaved that that learning strategies vary among students from families with different cultural capital, and that active learning strategies are positively correlated with learning outcomes. The intervention showed that diary-keeping and adjusting learning strategies through self-reflection serve as an effective tool for improving academic results.

Promoting identity for persons with disabilities: A literature review of the construct of "self-determination" in educational studies.

Mabel Giraldo
University of Bergamo

Self-determination is a complex notion with deep historical and philosophical roots. The Oxford English Dictionary identifies the earliest use of the word in 1683 as referring to "determination of one's mind or will by itself towards an object" (Simpson, Weiner, 1989: 919). Similarly, Wehmeyer states that self-determination refers to the attitudes and abilities required to act as the «primary causal agent in one's life and to make choices regarding one's actions free from undue external influence or interference» (Wehmeyer, 1992: 305). In the context of disability, this concept has been generally translated as that necessary condition of enabling people to participate actively in goal setting, planning, selecting and purchasing support services that suit their individual preferences and situations. However, this question becomes more complicated when it is refered to people with severe disabilities (such as the intellectual) with low levels of personal autonomy – a situation that often feeds the misunderstanding that, "for the benefit of the person with disability", we can decide what is best for them by replacing them. For this reason, this concept of self-determination from a construct born primarily in the psychological studies (Deci, Ryan, 1985), it soon became a flag for the recognition of civil rights of people with disabilities claiming their right to be involved in the decisions making process related to care and support services as well as the essential aspects of their life (e.g. Indipendent Living Movement) up to represents, within the promotion of an inclusive society for all and for everyone, a crucial domain of Quality of Life models (Brown, Bayer, 1989; Shalock, 1991; Felce, Perry, 1995). However, there is no unanimity within psycho-pedagogical studies (neither at the interdisciplinary nor in the intradisciplinary level). It is generally a conceptual pass-partout on which scholars and paradigms often try to make their own contribution both from the theoretical and practical-operational point of view. In order to give an account of the state of the art of the main researches which, in the field of pedagogy and sciences of education, have adressed the self-determination by providing definitions and operational approaches, the work intends to offer a preliminary literature review of the international debate. In particular, it tries to frame the construct of self-determination focusing on intellectual disability by highlighting those anthropological and epistemological dimensions that make it a theoretical reference model for pedagogy and sciences of education.

Deliberating international trends and domestic paradigms of policy evaluation: The case of Sarva Shiksha Abhiyan in Odisha, India.

Angeline Dharmaraj-Savicks
University of Portsmouth

Education for children in Indian indigenous communities has long been characterized by under-resourcing, low quality and discourses of failure (UNESCO, 2014). The 'solution' to these disconcerting problems of policy implementation has involved a deliberate, incremental shift towards decentralised approaches to implementation and evaluation. Sarva Shiksha Abhiyan ([SSA] campaign for universal education), a flagship programme of the Government of India, is one such effort that promotes community ownership of school systems, a centrally sponsored scheme executed on a cost sharing basis by the Government of India and its State governments. The solution includes an increased focus on bridging social, regional and gender gaps, promoting provision of greater quality to basic education

and community-based evaluation (SSA, 2001). While policy makers see these shifts necessary, implementing them in marginalised indigenous communities has led to increased exclusion, bureaucratic oversight, broad-based 'benchmarking' of SSA's goals and a problematic emphasis on achieving goals within a limited timeframe (Dharmaraj-Savicks, 2017).
Results from an empirical study conducted in tribal villages of Odisha, India will be presented to emphasise how deep seated socio-cultural influences and political rationalities define SSA's implementation, monitoring and evaluation structures. The research adopted a case study approach and employed document analysis, interviews with head teachers and government officials involved in the implementation, monitoring and evaluation of SSA.
Data in this discussion will focus on unpacking the approach to policy evaluation undertaken by local level educational leaders to help recognise and highlight that policy problems recognised in the community/local level are actively considered in the process of policy making. I argue that recent notions about 'the way forward' can lead to the development of poor policy decisions and hinder Indigenous communities' educational ambitions. Thus, the normative socio-cultural and political assumptions that permeate Indigenous educational discourses, epistemologies and policy decisions will be challenged. The need for assessing evaluation methods to ensure policy reports reflect the fullness, complexity and importance of local issues and meaningfully contribute to decision-making within the policy process will be deliberated.

Students' English learning motivation and achievement in rural Nepal

Pramila Neupane & Jeet Bahadur Sapkota
University of Tsukuba

A number of studies have found that motivation is one of the influencing factors in student achievement in learning English as a second/foreign language (ESL/EFL). However, what factors affect students' motivation in learning ESL/EFL is less explored. Using the primary data collected through the questionnaire survey of 189 students of two high schools in rural Nepal in 2017, this study explores the students' motivation and the factors affecting the motivation. It also examines the relationships between the students' motivation and their achievements. It finds that students are motivated most by the better career prospects with English proficiency. Their motivation is also highly affected by the rapid globalization of culture and local economy. As expected, students with higher motivation significantly scored higher in English test. Interestingly, gender identity of students is not significant in their motivation and learning achievements; however, ethnic/caste identity is found to be significant. For instance, so-called high caste Brahman-Chhetri students are found to be highly motivated and achieved higher test score in English followed by Newar, Janajati, and Dalit (so-called the lowest caste group in Hindu caste system). Similarly, parents' level of education and their economic status are also found to be significant predictors of students' motivation and achievement in learning English. The findings are useful for the English teachers and school administrator to focus their efforts on improving the English learning achievements of students in the multiethnic rural society.

Identity, expressing emotions, and cognitive process of bilingual children: the comparison of two focus group interviews of Polish and Ukrainian mothers

Mirosława Cylkowska-Nowak
University of Medical Sciences in Poznan

The aim of this paper was to analyze the relationship between bilingualism, impact of bilingual family environment and the process of expressing emotions and cognitive process of Polish and Ukrainian children living outside country of mother origin.
The research was conducted in two groups of mothers: five Polish mothers living in different European countries and five Ukrainian mothers living in Poland. A qualitative methodology was used, through the focus group interviews. Moderator and mothers discussed different ways of expressing emotions and thoughts of children. Results were presented and analyzed after placing the mothers and children in their new sociolinguistic environment. Focus was placed on the relationship between bilingualism and ways of expressing emotions. In addition, author examines different criteria which are taken into consideration to demonstrate that a bilingual child uses different languages in order to express emotions. The last part of paper presented the results concerning cognitive processes. In addition, it analyzed different actions associated with thinking and examined for which processes and in which situations a bilingual child used a particular language.

Vignettes in comparative education research: Interviewer as a storyteller

Natia Sopromadze
University of Warwick

The paper addresses the use of vignette-based interviewing in comparative education research. Vignettes are hypothetical realistic scenarios which can be presented as short stories during the interview process. Research participants are usually asked to discuss how vignette characters should or would behave in the context of the story. This technique is especially suitable for studying sensitive topics as the vignette places distance between the interviewee's personal experience and that of the story character. The vignette employed in the current study aimed to examine the emotional side of departmental leadership across Georgian and English universities. Particularly, it was designed to explore empathy in working relationships, interdependence and team support. The story was incorporated within a semi-structured interview guide and administered in two stages. The interviews were conducted in the Georgian and English languages with a total of 12 heads of departments and 27 academic staff members. The participants' interpretations of the imaginary scenario provided insight into the implicit power structures and informal support networks in the workplace. Presenting the same vignette to members of different academic cultures helped to draw between-group comparisons. The paper concludes with a discussion of the benefits and limitations of applying the vignette method in comparative education contexts.

Educational policy as a transnational phenomenon: The case of curriculum making across European contexts

The symposium brings together four countries (Scotland, UK; Sweden; Finland; Cyprus) as cases from across Europe that are in the midst of or launching curriculum reform to focus and theorise on the concept of 'curriculum making'. More particularly, the symposium will explore transnational European educational policy through the emergence of new forms of national curriculum policy formation, explicitly framed to address wider social and economic issues, which seem to have been prevalent since the turn of the millennium to explore:

a) curriculum policy formation as a transnational phenomenon shaped by particular global and/or international institutions or bodies with diverse agendas/ priorities etc and reflected in official national curriculum texts (e.g. in aims and purposes, form/structure, and content)

b) the processes of curriculum-making-as-official-text within each of the national cases/contexts, especially in terms of which and how different pressure groups/ stakeholders have been involved in its development and support.

Drawing upon this curricular landscape as multilayered amidst reform, the symposium aims at bringing in relief some of the convergences which are emerging from the national cases represented in the panel (e.g. in terms of the timing and directions of these curriculum reforms) as well as problematizing some of surface similarity, speaking to the need of understanding 'curriculum making' as a localised process yet simultaneously open/ porous to transnational trends.

Understanding transnational curriculum policies on local municipal and school arenas in Sweden

Daniel Alvunger & Ninni Wahlström
Linnaeus University

Both the EU and the OECD are intergovernmental organizations where governments and national authorities cooperate closely across national borders. This co-operation results in common objectives and evaluations, but above all, in a common language about education and a shared view of education's problems and solutions (e.g. European Commission 2017). This kind of transnational cooperation, including private actors such as McKinsey and Pearson, forms an international discourse for education policy (Dale, 2010; Grek 2009; Robertson 2008). The Swedish curriculum reform for compulsory school, Lgr 11, can be considered as part of a transnational policy movement in which the different countries relate differently to certain key policy messages. Such messages include that schools needs to be more effective in providing all students with knowledge and raising the achievement of knowledge outcomes. Another explicit message is that the national school systems need to be clearly governed from national level (Wahlström & Sundberg, 2017).

Drawing on discursive institutionalism (Schmidt, 2015) and organizational and institutional theory (Coburn, 2004), this paper focuses on the central educational policy messages from transnational and national policy arenas and their recontextualization on a municipal and school level with Sweden as an example. To capture the links between macro, meso and micro arenas, key policy "messages" from the macro policy arena can be examined regarding in what ways, and to what extent, these messages are adopted or rejected by actors on the municipal and school arenas (Coburn, 2015; Höstfält et al. 2017). For exploring the 'governing by discourse', coordinative and communicative discourses are identified, as well as background and foreground ideas (Schmidt, 2015). The study builds on interviews with 18 teachers teaching in grade 6 and 9 in different municipalities and schools, and 12 superintendents in charge of compulsory school as well as 12 chairmen of political committees responsible for compulsory school at municipal level. The interviews are analysed in relation to in what ways the actors assimilate or reject the policy messages and to what extent they use deliberative or coordinative discourses to form their understanding of the curriculum reform.

How do teachers perceive curriculum coherence in large-scale Finnish curriculum reform?

Jenni Sullanmaa
University of Helsinki

Tiina Soini
Universities of Tampere and Eastern Finland

Janne Pietarinen
University of Eastern Finland

Kirsi Pyhältö
Universities of Oulu and Helsinki

The Finnish educational system emphasises the autonomy of schools and school districts and relies heavily on educationalists as experts to handle school development and to implement non-standardised, large-scale national curriculum reforms. The national core curriculum describes general goals, core contents, and principles for basic education. It is also a tool for schools and teachers to develop their pedagogical praxis through creating local curricula. Therefore, teachers have a key role to play in curriculum making and their perceptions of curriculum contribute to how new ideas are adopted in schools' everyday life, hence in turn also directing school curriculum development at a national level. In this study, we explored individual variation between Finnish school teachers' perceptions of the coherence of the reformed core curriculum. Firstly, teacher profiles in terms of a) consistency of direction, b) an integrative approach to teaching and c) alignment in curriculum, were identified. Secondly, the potential association of these profiles with perceived school impact of the reform was explored. Moreover, we examined whether the way in which the collaboration was organized during the local curriculum process predicted the three profiles. Altogether, 1556 comprehensive school teachers from 77 schools in 6 case districts around Finland responded to the Curriculum Reform Inventory. The results indicated a clear relation between curriculum coherence and school-level impact of the reform in teachers' perceptions. Moreover, wider collaboration

at the district level had a positive effect on teachers' views on coherence. These findings are discussed in relation to broader debates around curriculum making as occurring at teacher, school and district levels in related ways.

Curriculum narrowing in Scotland: un-making the curriculum

Marina Shapira & Mark Priestley
Stirling University

The Scottish Curriculum for Excellence (CfE) explicitly sought to broaden the educational experience of children and young people. Research evidence suggests that introduction of CfE has instead resulted in curricular narrowing – a widespread reduction of choice in many secondary schools, disproportionally affecting students from low socio-economic background (Priestley & Shapira 2017). CfE has afforded schools greater autonomy to make the curriculum in their local settings, but this has been mediated by external accountability demands to raise attainment and the design of new National Qualifications, now undertaken over one year instead of two, but with no corresponding reduction in the length of courses. The result has been in some senses an un-making of established curriculum practices, as complex contextual conditions have militated against the intentions of national curriculum policy.

This paper will first explore the context that has led to curricular narrowing. Then, drawing upon educational data from the Scottish Government National Statistics, it will explore its effects, for example trends in the number of subjects studied for National Qualifications, attainment and transitions of young people in secondary education. The trends are examined over the period of the introduction of CfE (2011-2016), and in relation to school, neighbourhood and Local Authority characteristics.

The study draws on the National Statistics School-Leaver Destinations Survey and the Follow Up School-Leaver Destinations Survey data (2009-onwards) that has information on school leavers' attainment and pupils' destinations three and nine months after they have left (publicly-funded) schools in Scotland. The study uses quantitative techniques of data analysis, such as multinomial regressions, and logit regressions with fixed effect.

(Dis)locating curriculum-making: Elementary teachers' negotiations of the local and the transnational in official curriculum review committees

Eleni Theodorou
European University Cyprus

Stavroula Kontovourki & Stavroula Philippou
University of Cyprus

This presentation examines the development of official curriculum texts and the ways in which different pressure groups and stakeholders were involved in Cyprus. Focusing on the reform that was portrayed for the first time as a public endeavour, the presentation utilizes data from the interviews of elementary school teachers who responded to the Ministry's call for participation in curriculum reviews committees alongside invited academics and technocrats in 2009-2010. Interview data from 24 teachers participating in 10 different subject-area committees were thematically analysed to identify how teachers perceived and constructed different stakeholders' involvement in the curriculum-making process. Teachers' narrations were indicative of such involvement as localized as well as expanding beyond the boundaries of the local context to international or transnational contexts. This sheds light on the politics of curriculum-making-as-official-text by highlighting how curriculum-making, as narrated by teachers, constituted a power struggle between different stakeholders who sought to legitimize their knowledge/expertise. Such legitimization involved processes of teachers revoicing and/or resisting discourses and ideologies that circulated within but often expanded beyond the local, historicized context to speak to broader European and other international debates.

Uneven time-spaces in education: Concepts, methods, and practices for comparative education research

This panel brings together an international set of scholars who study spatiality and temporality from a range of education research traditions for the purpose of advancing concepts, methods, and practices that can be employed in comparative education research. The overarching problem that we tackle is how reconfiguring space-time boundaries affects education as a social institution. The participants in the panel offer various ways of understanding these contexts of education and how they become differentiated. We take up this problem of social embeddedness as a way of contributing to a larger story about globalising education.

Our object of inquiry is 'changing contexts' – where change can be read as both an adjective and a verb. The first substantive proposition of this panel is that a robust engagement with changing contexts confronts the concept and effects of 'social embeddedness' which, we argue, is crucial for any re-examining of ways of seeing, knowing and doing education. This is because who sees what, from where and for what purposes invites a reconsideration of the ethical and political dimensions of knowledge building and its material effects. This substantive dimension raises questions about the unevenness of education and how the texturing of space-times contributes to inequality. For example, naming and addressing the 'uneven space-times of education' recognises that the compression and stretching of space and time are not only policy effects but are also experienced differently by people, how they know their place and act out their sense of permanence. The apparent 'smoothing' of global configurations through dominant policy scripts and standardising social technologies are also implicated in the fabrication of principles and practices that are lived and often taken for granted as unevenness, distance and shifting forms of inequality.

The second methodological proposition of this panel is that a research imaginary informed by historical sensibilities offers a valuable entry point for understanding the re-spatialisation of education. Foregrounding time and temporalities makes it possible to think about encounters with the spectres of a past and a future, where historical memory and future-oriented imagination colour story-telling in the present. Temporalities also suggest the 'over-writing' of identities where traces and smudges persist, haunting and unsettling the present and unevenly moving into the future (McLeod, 2014). Temporalities also play through institutional spaces and processes of knowledge building by congealing particular recontextualisations that can disturb, transform and sometimes produce things anew. Categories and concepts are used to objectify a 'here and now', but they are also entangled with contextual narratives and habits of mind, which carry traces of 'there and then'. Narrating a context inter-crosses – criss-crosses and weaves between – temporal spaces in ways that are also interrupted by things that move, travel and live through particular patterns of mobility and fixity (Sobe & Kowalczyk, 2012).

Participants in the panel are all contributors to the 2018 World Yearbook of Education, though this is not a book launch or book presentation. Panelists will be presenting new work that extends their contributions to that project through a dialogue on the comparative concepts and practices that are opened up by approaching uneven time-spaces of education from a variety of directions. We propose to use a non-traditional format for the session where each presenter will begin with a short 5-7 minute statement explaining how they engage with uneven space-times of education in their projects. This will then be followed by a symposium-like discussion involving the chairs, discussant and audience.

The warp and weft of comparative education: Time and space

Robert Cowen
UCL Institute of Education

This paper comes out of a broader argument: that there are, in comparative education, certain 'unit ideas' (following the phrase which Robert Nisbet used for sociology). These 'unit ideas' run through our history - for example, crucially and centrally: 'transfer' or in more polysyllabic vocabulary, 'mobilities and metamorphoses' as educational philosophies, principles and practices, institutions and forms of governance and measurement (etc.) move across national boundaries. As they move, they morph. Among other 'unit ideas' are 'the State', 'pedagogic identity', and the 'educational system'. The narrower argument in this chapter is that 'time' and 'space' are also unit ideas; permanently part of our oeuvre. In all the writings which are called by the term academic comparative education, time and space are important. Sometimes the themes are made very explicit; sometimes the themes of time and space are taken for granted amid more urgent framings of a problematique about (say) national character or access to secondary education. Here time and space are set up within a vocabulary which implies their crucial role in comparative educational thinking - though of course this thinking (over time and in different spaces....) changes. Hence the work of this chapter is, first, to assert the importance of the concepts of time and space - their centrality to work in comparative education - in the title of the chapter itself by using terms such as 'warp' and 'weft'; and, secondly, to trace some of the ways in which we have construed time-and-space in our recent past and - of course - to worry on about how we are construing them now.

Governing (im)mobile academics in global times: An analysis through spatial/mobilities historical sociology

Marianne Larsen
University of Western Ontario

This paper problematizes the ways in which higher education scholars are expected and compelled to be mobile as necessary components of a successful academic career, as well as the ways in which academics are forced to move against their will or unable to move across borders. Utilizing a Spatial/Mobilities Historical

Sociology framework, I first explore the ways that mobility infuses the lives of higher education scholars. I review contemporary and historical manifestations of scholarly mobility and immobility to demonstrate how academic spatialities and (im)mobilities are entangled with temporalities that are uneven and unequal. I argue that the globalized academic profession is governed through mobility in uneven ways, as some academics enact their choice to travel, while others are forced to be mobile, and others are simply unable to move across borders. Thus, mobility and immobility are viewed not as distinct processes, but embedded within and paradoxically presupposing each other. Together the pulling and pushing, openings and blockages across time and space that (de)limit academic mobility constitute the global academic assemblage.

Towards a mobile sociology of education

Paolo Landri
Italian National Research Council

Space-times of education in Europe and all over the world are being transformed in complex and unexpected ways. The changes concern, in particular, the institutional boundaries, that is the material, cognitive and social infrastructures sheltering education spaces from and filtering the risks of dealing with the contingencies of the social and economic worlds (Masschelein and Simons 2015). By relating these transformations only to the current trends of neo-liberal agenda could be to some extent simplistic and underestimates the complex dynamics of change. To improve our understanding of these transformations, and keep a critical edge, I will argue that we need to develop forms of investigation able to display the unintended consequences of the dominant dispositifs, the multiple enactments of the modifications of the space-times of education, and the related effects. A promising area of reflection and empirical research in that sense is being developed in the interference among sociomaterial approaches and education studies (ANT, STS, Feminist Studies) (Fenwick and Edwards 2010; Fenwick, Edwards, and Sawchuck 2011; Fenwick and Landri 2012). This chapter is interested in comprehending how this interference may expand the sociology of education. The sociomaterial turn represents an invitation for the sociology of education to move beyond itself. By considering some examples from a Special Issue I coedited (Landri and Neumann 2014), I will discuss three implications of the 'moving beyond: a) from the human-centered approach in the conceptualization of social interaction to the co-implication of humans and nonhumans in social ties; b) from the dominant methodological nationalism in most of the investigations in education policy to consider the increasing post-national scenarios in education; c) from the attention to policy to a more complex accounts of practice in education fields.

History education, identity formation and international relations

Eleftherios Klerides
University of Cyprus

This paper adopts a historical sociological lens and seeks to explore the relationship between the teaching of history and the making of collective identities. It starts from a critique of existing scholarship; this scholarship, it is suggested, fails to capture certain important truths about this perceived relationship offering a limited view of a much more complex reality. To articulate new complexities in understanding the perceived relationship between history and identity, the chapter employs concepts from international political theory, especially those of realism, liberalism and constructionism. In doing so, the chapter's underlying ambition is to open up new possibilities of thinking about transfer and governance and identity in comparative education.

Participant contact information

Sanusi Abubakar Sadiq
The Federal Polytechnic, Bauchi, Nigeria
sanusias@gmail.com

Felicitas Acosta
Universidad Nacional de General Sarmiento, Argentina
acostafelicitas@gmail.com

Michael Acosta
Fulbright Kosovo, USA
michael.acosta@fulbrightmail.org

Avril Aitken
Bishop's University, Canada
aaitken@ubishops.ca

Cristina Alarcón
Humboldt-Universität zu Berlin, Germany
cristina.alarcon@hu-berlin.de

Daniel Alvunger
Linnaeus University, Sweden
Daniel.alvunger@lnu.se

Ulla Ambrosius Madsen
Roskilde University, Denmark
uam@ruc.dk

Christos Anagiotos
North Carolina A&T State University, USA
christos.anagiotos@gmail.com

Aphrodite Andreou
University of Athens, Greece
andreouaphr@gmail.com

Meral Apak Kaya
Technical University of Darmstadt, Germany
m.apak@apaed.tu-darmstadt.de

Canan Aratemur-Çimen
Ekser Consulting, Turkey
canan.aratemur@gmail.com

Adeela Arshad-Ayaz
Concordia University, Montreal, Canada
adeela.ayaz@concordia.ca

Solomon Arulraj David
The British University in Dubai, UAE
solomon.david@buid.ac.ae

Neda Asadi
Alberta Association for Migration Study, USA
asadi@ualberta.ca

Maria Athanasiou
University of Cyprus, Cyprus
mathan04@ucy.ac.cy

Euan Auld
Education University of Hong Kong, Hong Kong
eauld@outlook.com

Gunel Babayeva
National Research University, Russia
bgunel92@gmail.com

Jeet Bahadur Sapkota
University of Tsukuba, Japan
jbsnepal@gmail.com

Euzobia Baine Mugisha
Makerere University, Uganda

Tomasz Bajkowski
Uniwersytet W Białymstoku, Poland
t.bajkowski@uwb.edu.pl

Jaroslav Balvin
University of Zlin, Czech Republic
balvin@fhs.utb.cz

Annette Bamberger
UCL Institute of Education, UK
annette.bamberger@gmail.com

Nicola S. Barbieri
University of Modena and Reggio Emilia, Italy
nicola.barbieri@unimore.it

Georgia Barkoglou
Open University of Cyprus, Cyprus
georgia.barkoglou@st.ouc.ac.cy

Leslie Bash
UCL Institute of Education, UK
L.Bash@ucl.ac.uk

Sezen Bayhan
Istanbul Technical University, Turkey
sezen.bayhan@gmail.com

Jason Beech
University of San Andrés, Argentina
jbeech@udesa.edu.ar

Timna Benn
Tel Aviv University, Israel
timbenn12@gmail.com

Kathy Bickmore
OISE-University of Toronto, Canada
k.bickmore@utoronto.ca

Ioanna Blouti
University of Athens, Greece
ioanna.blouti@gmail.com

Olga Bombardelli
University of Trento, Italy
olga.bombardelli@unitn.it

Henny Bos
University of Amsterdam, Netherlands
h.m.w.bos@uva.nl

Johan Botha
North West University, South Africa
johan.botha@nwu.ac.za

Maria Brown
University of Malta, Malta
maria.brown@um.edu.mt

Xuemeng Cao
University of Warwick, UK
xuemeng.cao@warwick.ac.uk

Carlo Cappa
Tor Vergata University Rome, Italy
cappa.carlo@gmail.com

Queralt Capsada-Munsech
University of Glasgow, UK
Queralt.Capsada-Munsech@glasgow.ac.uk

Stephen Carney
Roskilde University, Denmark
carney@ruc.dk

Timothy G. Cashman
University of Texas at El Paso, USA
tcashman@utep.edu

Melvin Chan
National Institute of Education, Singapore
melvin.chan@nie.edu.sg

Maia Chankseliani
University of Oxford, UK
maia.chankseliani@education.ox.ac.uk

Arsinoe Charalambous
Ministry of Education and Culture, Cyprus
arsichar@yahoo.gr

Constadina Charalambous
European University Cyprus, Cyprus
co.charalambous@euc.ac.cy

Dimitrios Charalampous
Aristotle Univeristy of Thessaloniki, Greece
dphchar@eled.auth.gr

Jean Emile Charlier
Catholic University of Louvain, Belgium
jean-emile.charlier@uclouvain.be

Pavlos Chatzopoulos
Open University of Cyprus, Cyprus
phatzopoulos@gmail.com

Noureddine Chebli
University of Djillali Liabes, Sidi Bel Abbes. Algeria
nediness@yahoo.fr

Ming Cheng
University of East Anglia, UK
M.Cheng1@uea.ac.uk

Natalia Chernyshova
National Research University, Russia
nachernyshova@hse.ru

Lai Cheuk Tung
University of Helsinki, Finland
ctung.lai@gmail.com

Eleni Christodoulou
Georg Eckert Institute for International Textbook Research, Germany
christodoulou@gei.de

Nicoletta Christodoulou
Frederick University, Cyprus
n.christodoulou@frederick.ac.cy

Barbara Christophe
Georg Eckert Institute for International Textbook Research, Germany
christophe@gei.de

Miranda Christou
University of Cyprus, Cyprus
miranda.christou@ucy.ac.cy

Jennifer Chung
St Mary's University, Twickenham, UK
jennifer.chung@stmarys.ac.uk

Eudjen Cinc
West University Timisoara, Romania
eugencinci@gmail.com

Panos Constantinides
Frederick University, Cyprus
p.constantinides@frederick.ac.cy

Myria A. Constantinidou
Ministry of Education, Cyprus
myriamcyprus@gmail.com

Luís Correia
University of Porto, Portugal
lgrosso@letras.up.pt

Robert Cowen
UCL Institute of Education, UK
robert.cowen@ucl.ac.uk

Steven Cranfield
University of Westminster, UK
s.cranfield@westminster.ac.uk

Sarah Croché
University Picardie Jules Verne, France
sarah.croche@u-picardie.fr

Beatrice Cucco
Università degli Studi di Torino, Italy
beatrice.cucco@unito.it

Mirosława Cylkowska-Nowak
University of Medical Sciences in Poznan, Poland
mcylkowska-nowak@wp.pl

Eleni Damianidou
University of Cyprus, Cyprus
damianidou.eleni@cytanet.com.cy

Wioleta Danilewicz
Uniwersytet W Białymstoku, Poland
w.danilewicz@interia.pl

Brian Denman
University of New England, Australia
bdenman@une.edu.au

Martine Derivry
University of Bordeaux, France

Angeline Dharmaraj-Savicks
University of Portsmouth, UK
angeline.dharmaraj-savicks@port.ac.uk

Nicola Dickson
University of Glasgow, UK
n.dickson.1@research.gla.ac.uk

Xiaohao Ding
Peking University, P.R. China
xhding@pku.edu.cn

Hendrina Doroba
Forum for African Women Educationalist

Paul Dudman
University of East London, UK
p.v.dudman@uel.ac.uk

Naureen Durrani
University of Sussex, UK
n.durrani@sussex.ac.uk

Yuval Dvir
UCL Institute of Education, UK
yuval.dvir.17@ucl.ac.uk

Dania El Chaar
University of Calgary, Canada
delchaar@ucalgary.ca

Maria Eliophotou
University of Cyprus
melmen@ucy.ac.cy

Maria Eracleous
Cyprus Pedagogical Institute, Cyprus
eracleous.m@cyearn.pi.ac.cy

Marvin Erfurth
University of Muenster, Germany
m.erfurth@wwu.de

Jakob Erichsen
Humboldt-Universität zu Berlin, Germany
jakoberichsen@googlemail.com

Rim Fathallah
OISE-University of Toronto, Canada
rim.fathallah@mail.utoronto.ca

Alison Fixsen
University of Westminster, UK
A.Fixsen@westminster.ac.uk

Clara Fontdevila
Autonomous University of Barcelona, Spain
clara.fontdevila@gmail.com

Katalin R. Forray
University of Pecs, Hungary
forray@ella.hu

Rita Foss Lindblad
University of Borås, Sweden
rita.foss_lindblad@hb.se

Ulf Fredriksson
Stockholm University, Sweden
ulf.fredriksson@edu.su.se

Bettina Fritzsche
PH Freiburg, Germany
bettina.fritzsche@ph-freiburg.de

Daisuke Fujii
Osaka University of Economics, Japan
d_fujii@osaka-ue.ac.jp

Carol Fuller
University of Reading, UK
c.l.fuller@reading.ac.uk

Ioannis Fykaris
University of Ioannina, Greece
ifykaris@uoi.gr

Jan Peter Ganter de Otero
University of Münster, Germany
j_gant02@uni-muenster.de

Wenjuan Gao
Peking University, P.R. China
gaowenjuan@pku.edu.cn

Stamatis Gargalianos
University of Western Macedonia, Greece
stamatis_gargalianos@yahoo.gr

Angelo Gaudio
University of Udine, Italy
angelo.gaudio@uniud.it

Elisa Gavari Starkie
Universidad Nacional de
Educación a Distancia, Spain
egavari@edu.uned.es

Haim H. Gaziel
Bar Ilan University, Israel
haim.gaziel@gmail.com

Maria Georgiou
University of Cyprus, Cyprus
mgeorg30@ucy.ac.cy

Maria Georgiou
UCL Institute of Education, UK
m.georgiou.14@ucl.ac.uk

Konstantina Giannopoulou
University of Makedonia, Greece
giannopkons@gmail.com

Mabel Giraldo
University of Bergamo, Italy
mabel.giraldo@unibg.it

Heela Goren
University College London, UK
Gorenheela@mail.tau.ac.il

Petros Gougoulakis
Stockholm University, Sweden
petros.gougoulakis@edu.su.se

Barbara Grabowska
University of Silesia, Katowice, Poland
basiagra@wp.pl

Anyara Granskog
University of Helsinki, Finland
anyara.granskog@gmail.com

Maria Gravani
Open University of Cyprus, Cyprus
maria.gravani@ouc.ac.cy

Zelia Gregoriou
University of Cyprus, Cyprus
gregoriou@ucy.ac.cy

Sue Grey
UCL Institute of Education, UK
susan.grey.14@ucl.ac.uk

Artemis-Margarita Griva
School Psychology Lab/Unit, University of Crete
Research Center, Greece
art.m.gr@gmail.com

Rami W.M. Guindi
The American University in Cairo, Egypt
ramiwasfi@gmail.com

Pavlina Hadjitheodoulou Loizidou
Cyprus Pedagogical Institute, Cyprus
hadjitheodoulou.p@cyearn.pi.ac.cy

Christine Han
UCL Institute of Education, UK
c.han@ucl.ac.uk

Rumana Hashem
University of East London, UK
rowshonrumana@gmail.com

Meeri Hellstén
Stockholm University, Sweden
meeri.hellsten@edu.su.se

Bernhard Hemetsberger
University of Vienna, Austria
bernhard.hemetsberger@univie.ac.at

Helena Hinke Dobrochinski Candido
University of Helsinki, Finland
helena.candido@helsinki.fi

Min Hong
University of Queensland, Australia
min.hong2@uq.net.au

Sari Hosoya
Kanto Gakuin University, Japan
sari@kanto-gakuin.ac.jp

Aihua Hu
Western Norway University of
Applied Sciences, Norway
aihu@hvl.no

Bo-Ruey Huang
Chinese Culture University, Taiwan
hbr2172@gmail.com

Lihong Huang
NOVA, Norwegian Social Research OsloMet,
Oslo Metropolitan University, Norway
Lihong.Huang@nova.hioa.no

Yifan Huang
Peking University, China
st16642m@gse.pku.edu.cn

Munya Hwami
Alberta Association for Migration Study, USA
mhwamim@gmail.com

Maria Iacovou Charalambous
University of Cyprus, Cyprus
iacovou.maria@ucy.ac.cy

Angela Ioannou
University of Cyprus, Cyprus
angela.t.ioannou@gmail.com

Myria Iona
University of Cyprus, Cyprus
iona.myria@ucy.ac.cy

Liz Jackson
University of Hong Kong, Hong Kong
lizj@hku.hk

Judith Jacovkis
Universitat Autònoma de Barcelona, Spain
judith.jacovkis@uab.cat

Elena Jiménez-Arellano
ITEM (Inspiring Talent in Educational Management), Spain
e.jarellanolarrea@gmail.com

Larissa Jogi
Tallinn University, Estonia
larj@tlu.ee

María José García Ruiz
Universidad Nacional de
Educación a Distancia, Spain
mjgarcia@edu.uned.es

Laila Kadiwal
UCL Institute of Education, UK
l.kadiwal@ucl.ac.uk

Galatia Kallitsi
University of Cyprus, Cyprus
galatia.kallitsi@gmail.com

Maria Kambouri-Danos
University of Reading, UK
m.kambouridanos@reading.ac.uk

Natalia Karmaeva
National Research University, Russia
nkarmaeva@hse.ru

Katrin Karu
Tallinn University, Estonia
katrinka@tlu.ee

Zumrad Kataeva
National Research University, Russia
zkataeva@gmail.com

Kika Kattami
University of Cyprus, Cyprus
kkatta01@ucy.ac.cy

Aggelos Kavasakalis
University of Patras and Hellenic Open University, Greece
a.kavasakalis@gmail.com

Andreas Kazamias
University of Wisconsin, USA
kazamias@wisc.edu

Marguerite Khakhasa Miheso-O'Connor
Kenyatta University, Kenya

Khatera Khamsi
University College London, UK
khatera@khamsi.org

Ewald Kiel
Ludwig-Maximilians-University Munich, Germany
kiel@lmu.de

Joyce Kim
University of Cambridge, UK
jjk49@cam.ac.uk

Terri Kim
University of East London, UK
t.c.kim@uel.ac.uk

Susan Kippels
Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research, UAE
susan@alqasimifoundation.rak.ae

Eleni Kiradji
University of Cyprus, Cyprus
helena_kyradji@yahoo.com

Konstantina Kiriatzakou
University of Macedonia, Greece
kyriatzakou@uom.edu.gr

Yuto Kitamura
University of Tokyo, Japan
yuto.kitamura@gmail.com

Gosia Klatt
Melbourne University, Australia
klattm@unimelb.edu.au

Eleftherios Klerides
University of Cyprus, Cyprus
klerides.eleftherios@ucy.ac.cy

Phillip Knobloch
University of Siegen, Germany
phillip.knobloch@uni-siegen.de

Christoph Kohl
Georg Eckert Institute for International Textbook Research, Germany
kohl@gei.de

Magdalena Kohout-Diaz
Bordeaux University, France
magdalena.kohout-diaz@u-bordeaux.fr

Taro Komatsu
Sophia University, Japan
t.komatsu@sophia.ac.jp

Karol Konaszewski
University of Białystok, Poland
karolkonaszewski@wp.pl

Stavroula Kontovourki
University of Cyprus, Cyprus
kontovourki.stavroula@ucy.ac.cy

Hülya Kosar Altinyelken
University of Amsterdam, Netherlands
h.k.altinyelken@uva.nl

Hans-Georg Kotthoff
PH Freiburg, Germany
hg.kotthoff@ph-freiburg.de

Christina Koutouvela
National and Kapodistrian University of Athens, Greece
koutouvela_xristina@yahoo.gr

George Koutouvelas
National and Kapodistrian University of Athens, Greece
gkoutouvelas@gmail.com

Mary Koutselini
University of Cyprus, Cyprus
edmaryk@ucy.ac.cy

Siyka Kovacheva
University of Plovdiv, Bulgaria
siykakovacheva@gmail.com

Melinda Kovai
Eötvös Loránd University, Hungary
kovai.melinda@gmail.com

Tamas Kozma
University of Debrecen, Hungary
kozmat@ella.hu

Susanne Kreitz-Sandberg
Stockholm University, Sweden
susanne.kreitz-sandberg@edu.su.se

Kanako Kusanagi
University of Tokyo, Japan
kusanagiknk@gmail.com

Salah Kutieleh
Flinders University, Australia
salah.kutieleh@flinders.edu.au

Lukasz Kwadrans
Uiversity of Silesia, Katowice, Poland
lukaszkwadrans@poczta.fm

Christiana Kyprianidou
University of Cyprus, Cyprus
ckypri03@ucy.ac.cy

Despo Kyprianou
Cyprus Pedagogical Institute, Cyprus
kyprianou.d@cyearn.pi.ac.cy

Hristo Kyuchukov
University of Silesia, Katowice, Poland
hkyuchukov@gmail.com

Paolo Landri
Italian National Research Council, Italy
paolo.landri@irpps.cnr.it

Marianne A. Larsen
Western University, Canada
mlarsen@uwo.ca

Jon Lauglo
University of Oslo, Norway
jon.lauglo@iped.uio.no

Marielle Le Mat
University of Amsterdam, Netherlands
m.l.j.lemat@uva.nl

Feng-Jihu Lee
National Chung Cheng University, Taiwan
edufjl@gmail.com

Jia Li Huang
National Taiwan Normal University, Taiwan
carrie0802@ntnu.edu.tw

Jun Li
Western University, London, Ontario, Canada
jun.li@uwo.ca

Xiaomin Li
UCL Institute of Education, UK
xiaomin.li.15@ucl.ac.uk

Jason Lin Cong
University of Hong Kong, Hong Kong
u3004761@connect.hku.hk

Sverker Lindblad
University of Gothenburg, Sweden
sverker.lindblad@ped.gu.se

Fengshu Liu
University of Oslo, Norway
fengshul@ped.uio.no

Huiqin Liu
Tsinghua University, China
liuhq@mail.tsinghua.edu.cn

Ya Liu
Tsinghua University, China
graceliu@mail.tsinghua.edu.cn

Olena Logvynenko
National University of Life and Environmental Sciences, Ukraine
logvynenkoolena@gmail.com

Emperatriz Londoño Aldana
Universidad de Cartagena, Colombia
elondonoa@unicartagena.edu.co

Elvira Lozupone
Tor Vergata University Rome, Italy
lozupone@uniroma2.it

Christian Lundahl
Örebro university, Sweden
christian.lundahl@oru.se

Liping Ma
Peking University, China
1006181217@pku.edu.cn

Floor (Flora) Maaskant
UCL Institute of Education, UK
f.maaskant.16@ucl.ac.uk

Elena Madrussan
Università di Torino, Italy
elena.madrussan@unito.it

Cathryn Magno
University of Fribourg, Switzerland
cathryn.magno@unifr.ch

Régis Malet
University of Bordeaux, France
regis.malet@u-bordeaux.fr

Paula Mantilla-Blanco
Loyola University Chicago, USA
pmantilla@luc.edu

Maria Manzon
The Education University of Hong Kong, Hong Kong
miemanzon@eduhk.hk

Rafaella Maroulleti
University of Cyprus, Cyprus
maroulleti.rafaella@ucy.ac.cy

Mario Mastrangelo
Tor Vergata University Rome, Italy
mario.mastrangelo@uniroma2.it

Anastassios Matsopoulos
University of Crete Research Center, Greece
matsopoulos.global@gmail.com

Yaka Matsuda
University of Tokyo, Japan
yaka.matsuda@outlook.com

Claire Maxwell
UCL Institute of Education, UK
claire.maxwell@ucl.ac.uk

Peter Mayo
University of Malta, Malta
peter.mayo@um.edu.mt

Aikaterini Michalopoulou
University of Thessaly, Greece
kmihal@uth.gr

Athena Michaelidou
Cyprus Pedagogical Institute
athmich@cyearn.pi.ac.cy

Marcella Milana
University of Verona, Italy
marcella.milana@univr.it

Monica Mincu
University of Torino, Italy
monica.mincu@unito.it

Elena Minina
Institute of Education, Higher School of Economics, Russia
evminina@hse.ru

Ma'ayan Mizrachi
Tel- Aviv University, Israel
bet.sefer.maayan@gmail.com

Maryam Mohamed
UCL Institute of Education, UK
maryam.mustafa.14@ucl.ac.uk

Irene Monastirioti
University of Crete Research Center, Greece
irenemonastirioti@gmail.com

Elmaré Mong
North-West University, South Africa
elmare.mong@nwu.ac.za

Paul Morris
UCL Institute of Education, UK
paul.morris@ucl.ac.uk

Marta Moskal
Durham University, UK
marta.z.moskal@durham.ac.uk

Leila Mouhib
ARES, Belgium
leila.mouhib@ares-ac.be

Giannis Moysidis
King's College London, UK
giannis.moysidis@kcl.ac.uk

Mbikyo Mulinga Damien
Makerere University, Uganda
mbikyomulda@hotmail.com

Josephine Munthali
University of Glasgow, UK
Josephine.Munthali@glasgow.ac.uk

Jolanta Muszyńska
Uniwersytet W Białymstoku, Poland
jolamusz@uwb.edu.pl

Muhammad Naseem
Concordia University, Montreal, Canada
ayaz.naseem@concordia.ca

Maria Eugenia Navas Rios
Universidad de Cartagena, Colombia
mnavasr@unicartagena.edu.co

Isatou Ndow
Gambia College, The Gambiang

Tanja Nedimovic
West University Timisoara, Romania
nedimovic.tanja@gmail.com

Yulia Nesterova
The University of Hong Kong, Hong Kong
yulia.nesterova@hku.hk

Eszter Neumann
Institute for Minority Studies Hungarian
Academy of Sciences, Hungary
neumann.eszter@tk.mta.hu

Pramila Neupane
University of Tsukuba, Japan
neupane.pramila@gmail.com

Tiago Neves
University of Porto, Portugal
neves.tiago@yahoo.com

Wilson Ng
University of Roehampton, UK
wilson.ng@roehampton.ac.uk

Nicolas Nicolaou
University of Cyprus, Cyprus
nnikol04@ucy.ac.cy

Ewelina K Niemczyk
North West University, South Africa
ewelina.niemczyk@nwu.ac.za

Antonio Novoa
University of Lisbon
novoa@reitoria.ulisboa.pt

Takayuki Ogawa
Osaka University of Economics, Japan
tkogawa@osaka-ue.ac.jp

Victor Osaghae
Edo State Institute of Technology
& Management Usen, Nigeria
djidiata@gmail.com

Faizulizami Osmin
University of Bristol, UK & Ministry
of Education, Malaysia
fo14111@bristol.ac.uk

Donatella Palomba
Università di Roma Tor Vergata, Italy
donatellapalomba@gmail.com

Vassilis Pantazis
University of Thessaly, Greece
pantazisv@uth.gr

Anselmo R. Paolone
University of Udine, Italy
anselmo.paolone@uniud.it

Yulie Papadakou
National & Kapodistrian
University Of Athens, Greece
gioulipapad@gmail.com

Eleni Papaioannou
Open University of Cyprus, Cyprus
selenipap@hotmail.com

Alexia Papakosta
University of Athens, Greece
alexpap19@yahoo.gr

Konstantina Papakosta
Aristotle University of Thessaloniki, Greece
konstantinapapakosta@hotmail.com

Elena Papamichael
Cyprus Pedagogical Institute, Cyprus
papamichael.e@cyearn.pi.ac.cy

Natalie Papanastasiou
Universitat Autònoma de Barcelona, Spain
natalie.papanastasiou@uab.cat

Efi Paparistodemou
Cyprus Pedagogical Institute, Cyprus
paparistodemou.e@cyearn.pi.ac.cy

Marcelo Parreira do Amaral
University of Muenster, Germany
parreira@wwu.de

Evgenia Partasi
Neapolis University Paphos, Cyprus
evgeniapartasi@gmail.com

George Pasias
University of Athens, Greece
gpasias@ppp.uoa.gr

Miguel Pérez Ferra
University of Jaén, Spain
mperez@ujaen.es

Panayiotis Persianis
University of Cyprus, Cyprus
persianis.p@cytanet.com.cy

Isabella Pescarmona
University of Turin, Italy
isabella.pescarmona@unito.it

Borislava Petkova
University of Plovdiv, Bulgaria
borislava.p@gmail.com

Daniel Pettersson
Gavle University, Sweden
daniel.pettersson@hig.se

Stavroula Philippou
University of Cyprus, Cyprus
philippou.stavroula@ucy.ac.cy

David Phillips
University of Oxford, UK
david.phillips@education.ox.ac.uk

Ron Phillips
Nipissing University, Canada
ronp@nipissingu.ca

Helen Phtiaka
University of Cyprus, Cyprus
helen@ucy.ac.cy

Nelli Piattoeva
University of Tampere, Finland
piattoeva@gmail.com

Myria Pieridou
Open University, UK
myria.pieridou@open.ac.uk

Janne Pietarinen
University of Eastern Finland, Finland
janne.pietarinen@uef.fi

Pedro Pineda
INCHER - University of Kassel, Germany
pedro.pineda@javeriana.edu.co

Halleli Pinson
Ben-Gurion University, Israel
halleli@bgu.ac.il

Allan Pitman
University of Western Ontario, Canada
pitman@uwo.ca

Maria Pitzioli
Cyprus Pedagogical Institute, Cyprus
pitzioli.m@cyearn.pi.ac.cy

Emily Polydorou
University of Cyprus, Cyprus
emi22pol@hotmail.com

Louise Postma
North West University, South Africa
louise.postma@nwu.ac.za

Ferdinand J Potgieter
Edu-HRight Research Unit,
North-West University, South Africa
ferdinand.potgieter@nwu.ac.za

Mark Priestley
Stirling University, UK
m.r.priestley@stir.ac.uk

Franziska Primus
Humboldt University, Germany
primusfk@hu-berlin.de

Eleni Prokou
Panteion University of Social
and Political Sciences, Greece
eprokou@panteion.gr

Michelle Proyer
University of Vienna, Austria
michelle.proyer@univie.ac.at

Irene Psifidou
European Centre for Vocational
Education and Training, Cedefop, Greece
rena.psifidou@cedefop.europa.eu

Polivios Psinas
University of Crete Research Center, Greece
poliviosfp@yahoo.gr

Kirsi Pyhältö
Universities of Oulu and Helsinki, Finland
kirsi.pyhalto@helsinki.fi

Haleyda Quiroz Reyes
USAL, Spain
hale_quiroz_reyes@usal.es

Linda Radford
University of Ottawa, Canada
lradford@uottawa.ca

Anatoli Rakhkochkine
Friedrich-Alexander University
Erlangen-Nürnberg, Germany
anatoli.rakhkochkine@fau.de

Shuqi Rao
University of Glasgow, UK
s.rao.1@research.gla.ac.uk

Jeremy Rappleye
Kyoto University, Japan
jrappleye108@gmail.com

Barbara Read
University of Glasgow, UK
barbara.read@glasgow.ac.uk

Julia Resnik
Hebrew University of Jerusalem, Israel
julia.resnik@mail.huji.ac.il

Ana Bela Ribeiro
University of Porto, Portugal
anablribeiro@gmail.com

Damien Ridge
University of Westminster, UK
D.Ridge@westminster.ac.uk

Natasha Ridge
Sheikh Saud bin Saqr Al Qasimi Foundation
for Policy Research, UAE
natasha@alqasimifoundation.rak.ae

Mariana Rodrigues
University of Porto, Portugal
mrodrigues@fpce.up.pt

Ksenia Romanenko
National Research University, Russia
kromanenko@hse.ru

Marco Romito
University of Milano-Bicocca, Italy
marco.romito@unimib.it

JP Rossouw
North-West University, South Africa
jp.rossouw@nwu.ac.za

Yiannis Roussakis
University of Thessaly, Greece
yiannis.roussakis@uth.gr

Carla Roverselli
University of Rome Tor Vergata, Italy
roverselli@lettere.uniroma2.it

Anelia Rozanska
University of Silesia, Katowice, Poland
anelia.rozanska@us.edu.pl

Daniel Ruiz Navas
Institucion Educativa Colegio
Mayor de Bolivar, Colombia
danielruiznavas@yahoo.com

Nataliya Rumyantseva
University of Greenwich, UK
N.Rumyantseva@greenwich.ac.uk

Ariadne Runte Geidel
University of Jaén, Spain
arunte@ujaen.es

Claudia Rupp
Paedagogische Hochschule
Freiburg, Gergmany
claudia.rupp@ph-freiburg.de

Michèle Ryatt
University of Fribourg, Switzerland
michele.ryatt@unifr.ch

Anthi Sakka
University of Cyprus, Cyprus
anthi.sakka@gmail.com

Florin D. Salajan
North Dakota State University, USA
florin.salajan@ndsu.edu

Elvira Sanatullova-Allison
Shepherd University, USA
eallison@shepherd.edu

Antigone Sarakinioti
University of Cyprus, Cyprus
sarakinioti.antigone@ucy.ac.cy

Sahar D. Sattarzadeh
University of the Free State, South Africa
SattarzadehSD@ufs.ac.za

Nicola Savvides
University of Bath, UK
n.savvides@bath.ac.uk

Nicole Schaefer
University of Fribourg, Switzerland
nicole.schaefer@unifr.ch

Sarah Schaufler
University of Münster, Germany
schaufler@uni-muenster.de

Juergen Schriewer
Humboldt University, Germany
juergen.schriewer@cms.hu-berlin.de

Michele Schweisfurth
University of Glasgow, UK
Michele.Schweisfurth@glasgow.ac.uk

Christina Segerholm
Umeå University, Department
of Education, Sweden
christina.segerholm@umu.se

Marina Shapira
Stirling University, UK
marina.shapira@stir.ac.uk

Masako Shibata
University of Tsukuba, Japan
shibata.masako.ga@u.tsukuba.ac.jp

Mie Shigemitsu
Osaka University of Economics, Japan
mie@osaka-ue.ac.jp

Sae Shimauchi
Waseda University, Japan
saereal@gmail.com

Zhang Shouwei
Northeast Normal University, China
zhangsw178@nenu.edu.cn

Ioanna Siakalli
University of Oxford, UK
ioanna.siakalli@gmail.com

Iveta Silova
Arizona State University, USA
isilova@gmail.com

Daniela Sime
University of Strathclyde, UK
daniela.sime@strath.ac.uk

Soner Şimşek
Bogaziçi University, Turkey
soner.simsek@gmail.com

Athina Sipitanou
University of Macedonia, Greece
asipi@uom.edu.gr

Bonnie Slade
University of Glasgow, UK
Bonnie.Slade@glasgow.ac.uk

Noah W. Sobe
Loyola University Chicago, USA
nsobe@luc.edu

Tiina Soini
Universities of Tampere and
Eastern Finland, Finland
tiina.soini@uta.fi

Tomoya Sonoda
UCL Institute of Education, UK
tomoyasonoda@gmail.com

Natia Sopromadze
University of Warwick, UK
n.sopromadze@gmail.com

Nicholas Sorensen
Bath Spa University, UK
N.Sorensen@bathspa.ac.uk

Tomasz Sosnowski
Uniwersytet W Białymstoku, Poland
t.sosnowski@uwb.edu.pl

Marina Sounoglou
Universiy of Thessaly, Greece
msounogl@gmail.com

Dimitra Stamatopoulou
University of Patras, Greece
dstam@upatras.gr

Iva Stankova
University of Zlin, Czech Republic

Antigoni Stavrinou
University of Cyprus, Cyprus
stavrinou.antigoni@ucy.ac.cy

Sophia Stavrou
University of Cyprus, Cyprus
sofias@ucy.ac.cy

Christina Stavrou
Cyprus Pedagogical Institute, Cyprus
stavrou.chr@cyearn.pi.ac.cy

Jan Stewart
University of Winnipeg, Canada
ja.stewart@uwinnipeg.ca

Aleksandar Stojanovic
West University Timisoara, Romania
Aleksandar.Stojanovic@uf.bg.ac.rs

Nelly P. Stromquist
University of Maryland, USA
stromqui@umd.edu

Jenni Sullanmaa
University of Helsinki, Finland
jenni.sullanmaa@helsinki.fi

Vasileios Symeonidis
University of Innsbruck, Austria
vasileios.symeonidis@uibk.ac.at

Simoni Symeonidou
University of Cyprus, Cyprus
symeonidou.simoni@ucy.ac.cy

Simona Szakacs (Behling)
Georg Eckert Institute for International
Textbook Research, Germany
szakacs@gei.de

Liz Tanner
University of Glasgow, UK
Elizabeth.Tanner@glasgow.ac.uk

Eleni Theodorou
European University Cyprus, Cyprus
E.Theodorou@euc.ac.cy

Corina Todoran
North Dakota State University, USA
corina.todoran@ndsu.edu

Mónica Torres
University of Granada, Spain
motorres@ugr.es

Lorraine Towers
University of Sydney, Australia
lorraine.towers@sydney.edu.au

Chara Triteou
University of Cyprus, Cyprus
ctriteou@yahoo.com

Luigi Tronca
University of Verona, Italy
luigi.tronca@univr.it

Fumitake Tsukatani
Osaka University of Economics, Japan
tsukatani@osaka-ue.ac.jp

David Turner
Beijing Normal University, China
david.turner@southwales.ac.uk

Anna Uboldi
University of Milan, Italy
annauboldi0@gmail.com

Jane Umutoni
University of Rwanda, Rwanda
jumutoni2001@yahoo.com

Elaine Unterhalter
UCL Institute of Education, UK
e.unterhalter@ucl.ac.uk

Oscar Valiente
University of Glasgow, UK
Oscar.Valiente@glasgow.ac.uk

Marina Vasileiadou
University of Cyprus, Cyprus
m.vasileiadou@hotmail.com

Nicole Vasiliou
UCL Institute of Education, UK
nicol_1994f@hotmail.com

Andreas Vassilopoulos
University of Patras, Greece
andreasv@upatras.gr

Lenka Venterova
University of Zlin, Czech Republic

Antoni Verger
Autonomous University of Barcelona, Spain
antoni.verger@uab.cat

Areti Vogopoulou
Tech. Educational Institute of Peloponnese
& University of Peloponnese, Greece
avogopoulou@teikal.gr

Monique Volman
University of Amsterdam, Netherlands
m.l.l.volman@uva.nl

Gunjan Wadhwa
University of Sussex, UK
gw99@sussex.ac.uk

Ninni Wahlström
Linnaeus University, Sweden
ninni.wahlstrom@lnu.se

Florian Waldow
Humboldt-Universität zu Berlin, Germany
florian.waldow@hu-berlin.de

Adam Walton
UCL Institute of Education, UK
adamdwalton@gmail.com

Mengshan Wang
Peking University, P.R. China

Sihui Wang
University of Glasgow, UK
s.wang.3@research.gla.ac.uk

Yaniv Weinreb
Tel Aviv University, Israel
newh1968@gmail.com

Sabine Weiß
Ludwig-Maximilians-University Munich, Germany
sabine.weiss@edu.lmu.de

Anthony Welch
University of Sydney, Australia
Anthony.Welch@sydney.edu.au

Lesley Wheway
Canterbury Christ Church University, UK
l.wheway270@canterbury.ac.uk

Liz Winter
University of Cambridge, UK
eaw53@cam.ac.uk

Thyge Winther-Jensen
Aarhus University, Denmark
twj@edu.au.dk

Ruth Wodak
Lancaster University
r.wodak@lancaster.ac.uk

Yuwei Xu
University of Portsmouth, UK
yuwei.xu@port.ac.uk

Natallia Yakavets
University of Cambridge, UK
ny250@cam.ac.uk

Fei Yan
UCL Institute of Education, UK
fei.yan.14@ucl.ac.uk

Chou-Sung Yang
National Chi Nan University, Taiwan
zsyang@ncnu.edu.tw

Shen-Keng Yang
National Taiwan Normal Univeristy, Taiwan
skyang@ntnu.edu.tw

Sheng Yao Cheng
National Chung Cheng University, Taiwan
hy3398@gmail.com

Qiang Yao
Tsinghua University, China
yaoq@mail.tsinghua.edu.cn

Miri Yemini
Tel Aviv University, Israel
miriye@post.tau.ac.il

Cen Yixuan
Northeast Normal University, China
cenyixuan115@163.com

Bentao Yuan
Tsinghua University, China
yuanbt@mail.tsinghua.edu.cn

Maria Yunilainen
Higher School of Economics, Russia
fidelliep@gmail.com

Evie Zambeta
National & Kapodistrian
University of Athens, Greece
ezambeta@ecd.uoa.gr

Michalinos Zembylas
Open University of Cyprus
m.zembylas@ouc.ac.cy

Hong Zhu
Peking University
hongzhu@pku.edu.cn

Aristotelis Zmas
European University Cyprus, Cyprus
A.Zmas@euc.ac.cy

Index of presenters and chairs

A
Abubakar……31,98
Acosta, F ……34, 59
Aitken……40,130
Alarcón……30,55
Alvunger……44,155
Ambrosius……41,136
Anagiotos……2, 34, 43,101
Andreou……31, 97
Apak Kaya……37, 123
Aratemur-Çimen……40,134
Arshad-Ayaz……27, 39, 52, 128
Athanasiou……33,106
Auld……41, 141

B
Babayeva……33, 76
Bahadur……43, 154
Bajkowski……39, 118
Balvin……38, 116
Bamberger……31, 83
Barbieri……33, 49
Barkoglou……31, 106
Bash……30, 46
Bayhan……40, 134
Beech……24, 41, 42, 44, 146
Benn……31, 83
Bickmore……38, 126
Blouti……31, 97
Bombardelli……35, 79
Bos……40,133
Botha……32, 82
Brown……43,150,151

C
Candido, H.H.D……30, 55
Cao, X……83
Cappa……10,17,27,28,30,32,33
Capsada……38,114
Carney……8 ,9, 15, 16, 41, 42, 136
Cashman……27,71
Chankseliani……28,92
Charalambous, A. ……33, 77
Charalambous, C. ……23, 38, 39, 40, 127
Charalampous, D. ……29, 63
Charlier……30, 55
Chatzopoulos……43,150
Chebli……31,99
Cheng……27,81
Chernyshova……43, 153
Cheuk-Tung……30, 55
Christodoulou, E. ……32, 40, 57, 129
Christodoulou, N. ……38, 126
Christophe……32, 34, 66, 100
Christou……23, 34, 39, 40, 100
Chung……27, 70
Cinc……29, 72
Constantinides……32, 75
Constantinidou……68
Correia……32, 48
Cowen……16, 27, 41, 42, 44, 45, 143, 157
Cranfield……29, 96
Croché……30, 55
Cucco……31,105
Cylkowska-Nowak……43, 154

D
Damianidou……34,68
Danilewicz……39,117
David, S.A……27, 53
Denman……28, 46
Derivry……39,120
Dharmaraj-Savicks ……43, 153
Dickson……43,150, 151
Ding……29,96
Doroba……42
Dudman……38,125
Dumet-Paredes ……121
Durrani……38,126
Dvir……30, 65

E
El Chaar……38, 124
Eliophotou……2, 9
Eracleous……35, 78
Erfurth……28, 37, 102, 113
Erichsen……28, 54
Euzobia Baine Mugisha……42

F
Fathallah……8,126
Fixsen……29, 96
Fontdevila……37, 112
Forray……40,132
Fredriksson……41,138
Fritzsche……27, 70
Fujii……37,123
Fuller……39,131
Fykaris……50

G
Ganter de Otero……8, 114
Gao……29, 96
Gargalianos……43, 152
Gaudio……33, 50
Gavari-Starkie……30, 56
Geidel ……34, 86
Georgiou, M. (UCL)……32, 67
Georgiou, M. (UCY)……29, 103
Giannopoulou……50
Giraldo……43, 153
Goren……30, 65
Gougoulakis……41, 138
Grabowska……38, 116
Granskog……30, 55
Gravani……24, 43, 150, 151
Gregoriou……28, 54
Grey……33, 58
Griva……35, 78
Guindi……36, 88

H
Hadjitheodoulou-Loizidou……24, 35, 42, 43, 78,148
Han……30, 47
Harron……42
Hashem……131
Hellstén……24, 41, 139
Hemetsberger……27,52
Hong……34,85
Hosoya……35, 79
Hu……35,78
Huang, B. R. ……33, 76
Huang, L……35, 78
Huang, Y. ……35, 88

I
Iacovou-Charalambous, M.……28, 92
Ioannou……34, 108
Iona……2, 33, 106

J
Jackson……32, 67
Jacovkis……23, 38, 114
Jogi……43, 150, 151
José García Ruiz……33, 50

K
Kadiwal……38, 126
Kallitsi……40, 134
Kambouri-Danos……29, 71
Karmaeva……35, 86
Karu……43,150,151
Kattami……34, 108
Kavasakalis……37,109
Kazamias……10, 16, 24, 30, 42, 66, 143, 144
Khakhasa Miheso-O'Connor ……42
Khamsi……27, 62
Kiel……37,121
Kim, J. ……34, 68
Kim, T. ……36, 41, 89
Kippels……37,112
Kiratji……38,116
Kiriatzakou……32,74
Kitamura……41, 139
Klatt……32, 56
Klerides……7, 10, 16, 44, 158
Knobloch……31,98
Kohl……34, 100
Kohout-Diaz……39,119
Komatsu……38, 127
Konaszewski……39, 117
Kontovourki……24, 42, 44, 149, 156
Kosar……40,133
Kotthoff……10, 16, 22, 28, 29, 31, 33, 34
Koutouvela……40,129
Koutouvelas……40, 129
Koutselini……2, 33, 106
Kovacheva……38,115
Kovai……37, 122
Kozma……40, 132
Kreitz-Sandberg……41,139
Kusanagi……41, 138
Kutieleh……30, 47
Kwadrans……38,116
Kyprianidou……2, 34, 107
Kyprianou……42,148
Kyriakides……2,9
Kyuchukov……23, 38, 39, 40, 116

L
Landri……44, 158
Larsen……42, 44, 143, 157
Lauglo……39,131
Le Mat……40, 133
Lee……35, 87
Li Huang……30,73
Li X. ……34, 59
Li, J. ……27, 70
Lin Cong……32, 67
Lindblad……32, 48
Liu, F. ……33, 39, 51, 131
Liu, H. ……82
Liu, Y. ……82
Londoño Aldana……34, 69
Lozupone……40,134
Lundahl……32,49

M
Ma, L. ……35, 88
Maaskant……34,69
Magno……37,121
Malet……23,39
Mantilla-Blanco……66
Manzon……27,42,70,144
Maroulleti……33,107
Mastrangelo……40,134
Matsopoulos……35,78
Matsuda……41,138
Maxwell……40,65,132
Mayo……43, 150, 151

Michaelidou.....2, 9
Milana.....32, 42, 56
Mincu.....23, 39
Minina.....30, 73
Mizrachi.....40, 132
Mohamed.....33, 57
Monastirioti.....35, 78
Mong.....32, 75
Morris.....9, 19, 27, 29, 30, 32, 34, 41, 65
Moskal.....2, 23, 37, 38, 122
Moysidis.....31, 104
Mulinga Damien.....39, 129
Munthali.....42
Muszyńska.....39,118,

N
Naseem.....27, 39, 52, 128
Navas Rios.....34, 69
Ndow.....42
Nedimovic.....29,72
Nesterova.....28, 96
Neumann.....35,37,61,122
Neupane.....43, 154
Neves.....38, 115
New.....23, 38, 39, 40, 116
Ng.....36, 89
Nicolaou.....29,103
Niemczyk.....32,82
Novoa.....2, 3, 9, 11

O
Ogawa.....37, 123
Osaghae.....29, 93
Osmin.....35, 77

P
Palomba.....16,27,45
Pantazis.....40, 129
Paolone.....41,137
Papadakou.....38, 124
Papaioannou.....43,151
Papakosta, A. 31, 97
Papakosta, K. 29, 63
Papamichael.....42,148
Papanastasiou.....32,57
Paparistodemou.....35, 78
Parreira do Amaral.....23, 37, 111
Partasi.....42,148
Pasias.....2, 9, 35, 61
Pérez Ferra.....34, 86
Persianis.....34,100
Pescarmona.....39, 120
Petkova.....38,115
Pettersson.....32, 48
Philippou..... 20, 23, 24, 27, 29, 30, 32, 33, 35, 37, 44, 110, 156
Phillips, D. 9, 24, 41, 137
Phillips, R. 28, 95
Phtiaka.....28, 92
Piattoeva.....16, 18, 27, 28, 30, 32, 33, 34, 35, 42, 146
Pieridou.....29,71
Pietarinen.....44,155
Pineda.....39,128
Pitman.....28, 46
Pitzioli.....35,78
Polydorou.....30,74
Postma.....43,152
Potgieter.....43,152
Priestley.....44,156
Primus.....32, 49
Prokou.....10, 21, 27, 31, 32, 34, 35, 36, 84
Proyer.....38,125
Psifidou.....21, 28, 29, 91
Psinas.....35, 78
Pyhältö.....44,155

Q
Quiroz Reyes.....33, 58

R
Radford.....40, 130
Rakhkochkine.....35, 79
Rao.....27, 63
Rappleye.....16, 24, 41, 140
Read.....24, 42
Resnik.....28, 53
Ribeiro.....38, 115
Ridge, D. 29, 96
Ridge, N. 37, 112
Rodrigues.....38, 115
Romito.....34, 86
Rossouw.....32,75
Roussakis.....22, 28, 29, 31, 33, 34, 35, 61
Roverselli.....29, 63
Rozanska.....38,117
Ruiz Nava.....34, 69
Rupp.....33,76
Ryatt.....37,121

S
Sakka.....33, 99
Salajan.....29, 94
Sanatullova-Allison 50
Sarakinioti.....23, 37, 110
Sattarzadeh.....27,81
Savvides.....29, 64
Schaefer.....37,121
Schaufler.....23, 38, 114
Schirripa.....49
Schriewer.....16, 41
Schweisfurth..... 9, 16, 20, 27, 29, 30, 32, 33, 35, 41, 42, 43, 72
Shapira.....44,156
Shibata.....28, 95
Shigemitsu.....29, 37, 97, 123
Shimauchi.....36,88
Siakalli.....28,102
Silova.....10, 16, 24, 41, 42, 141, 143
Sime.....37, 122
Şimşek.....40,134
Sipitanou.....32,74
Slade.....43,150,151
Sobe..... 3, 10, 14, 16, 24, 42, 44, 146
Soini.....44,155
Sonoda.....28,102
Sopromadze.....43,154
Sorensen.....39,119
Sosnowski.....39, 117
Stamatopoulou.....31,83
Stankova.....38, 116
Stavrinou.....29,104
Stavrou, C. 35, 78
Stavrou, S. 37, 111
Stewart.....38, 124
Stojanovic.....29, 72
Stromquist.....3,10,13,42,144
Sullanmaa.....44, 155
Symeonidis.....33, 59
Symeonidou.....30, 43, 67, 74
Szakacs.....30, 32, 57, 64

T
Tanner.....42
Theodorou.....23, 24, 37, 38, 42, 44, 149, 156
Todoran.....29,94
Towers.....35, 60
Triteou.....2, 34, 107
Tronca.....32, 56
Tsukatani.....37, 123
Turner.....28, 45

U
Uboldi.....40,133
Umutoni.....42
Unterhalter.....18,27,28,30,32,33, 34,35,41,52

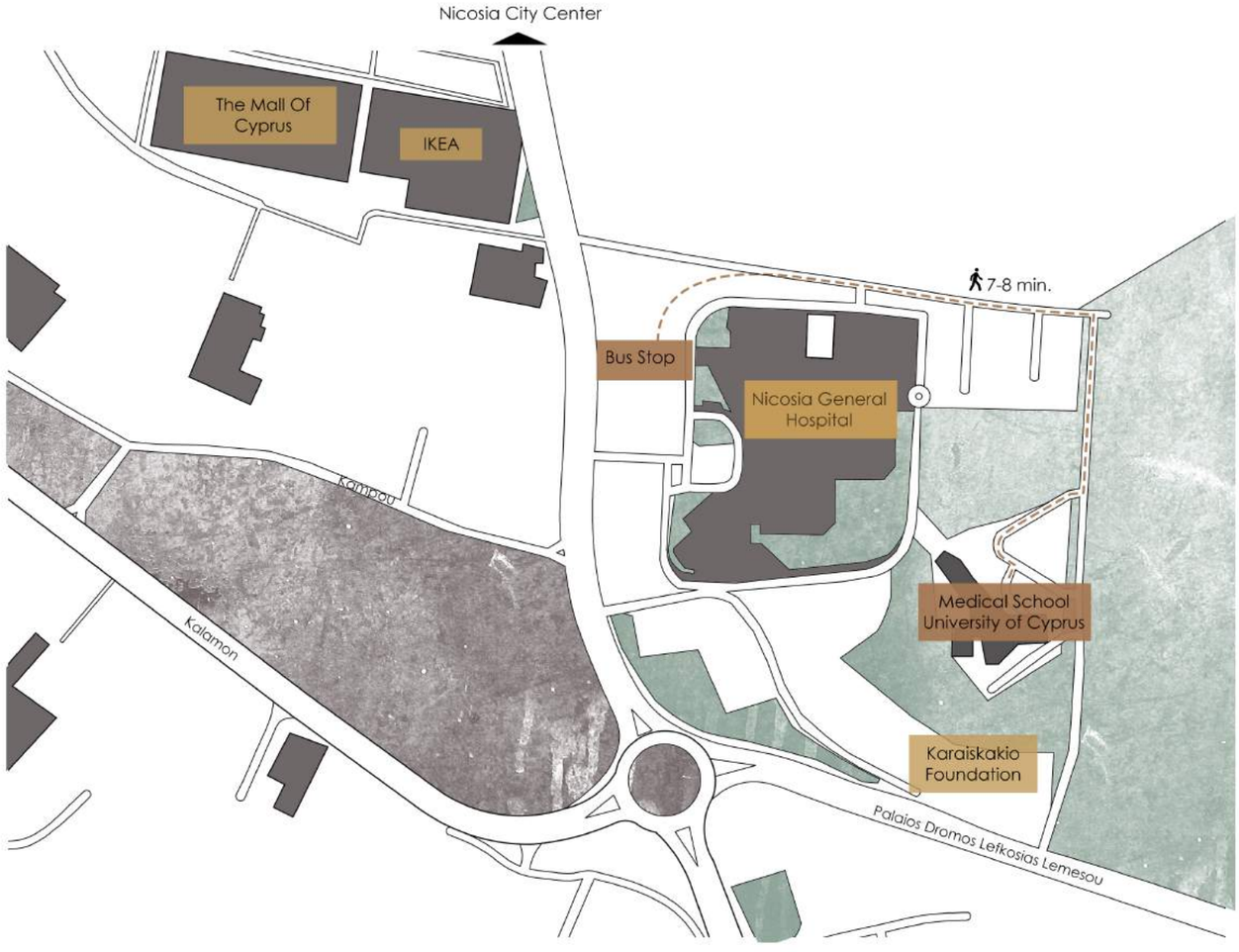
V
Valiente.....38,114
Vasileiadou.....43, 67
Vasiliou.....2, 29, 93
Vassilopoulos.....31, 83
Venterova.....38, 116
Verger.....37, 112
Vogopoulou.....37, 110
Volman.....40, 133

W
Wadhwa.....28, 95
Wahlström.....44, 155
Waldow.....28, 54
Walton.....39,131
Wang, S. 31, 105
Weinreb.....32, 85
Weiß.....37,121
Welch.....27, 81
Winther-Jensen.....16,27,45
Wodak.....2,3,10,15,16
Wolhuter.....30, 47

X
Xu.....29, 72

Y
Yan.....27, 62
Yang, C. S. 34, 60
Yang, S. K. 28, 91
Yao Cheng.....30, 73
Yao.....82
Yemini.....19, 27, 29, 30, 32, 34, 40, 65, 85, 132
Yuan.....82
Yunilainen.....30, 73

Z
Zambeta.....38, 124
Zembylas.....2, 3, 9, 11, 12
Zhu.....35, 85
Zmas.....22, 28, 29, 31, 32, 33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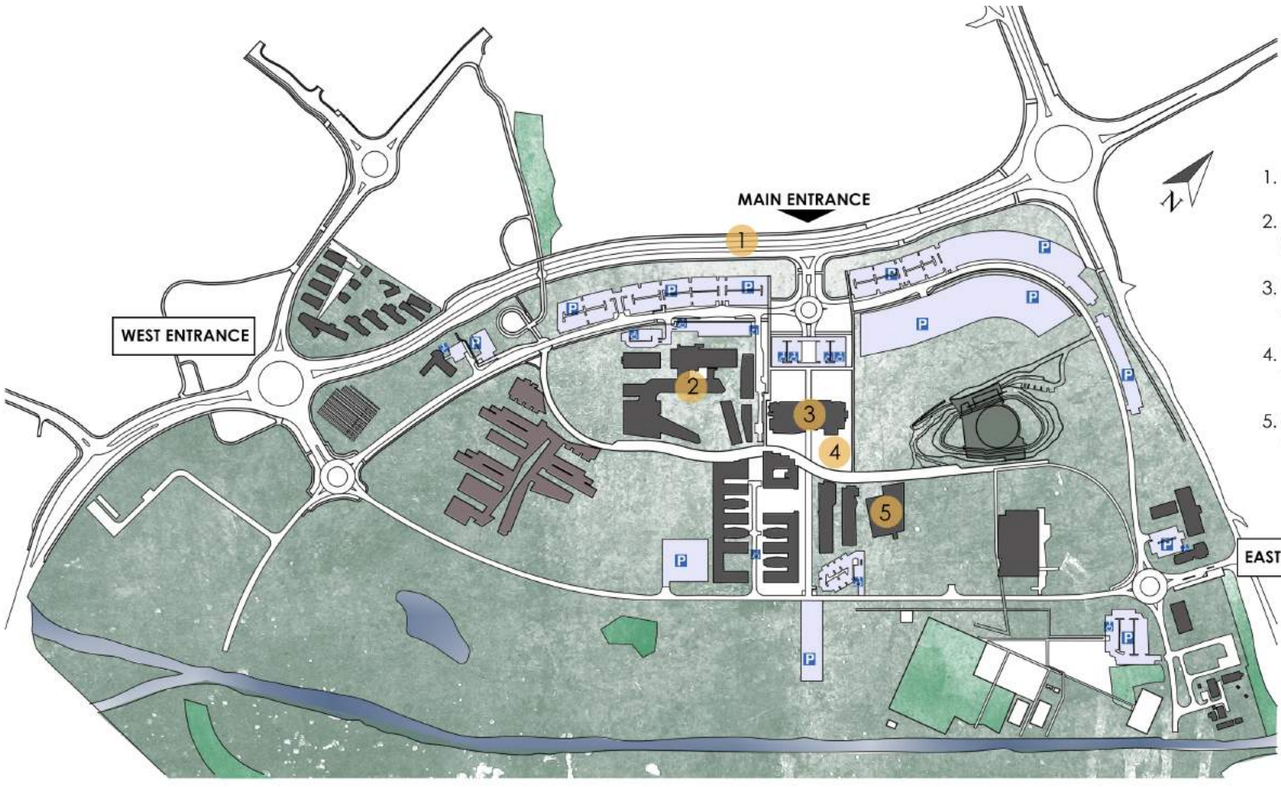
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